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ABSTRACT

This book (paperback), developed for preservice teachers in pre-student teaching laboratory experiences at Southern Illinois University, is intended also for wider use. The first half (text section) has three parts. Part 1 includes rationale for educational laboratory experiences and discussion of student, administrator, and classroom teacher roles. Part 2 deals with methods, models, and techniques. Its main chapter advances an instructional model of seven main components: social system, entering behavior assessment, specification of behavioral objectives, learning unit and procedures, presenting learning units, student performance, and feedback and assessment. Other chapters offer suggestions for ways trainees may use the models for data collection and information gathering and discuss guidelines for critical assessment of teaching behavior. The five chapters in Part 3 describe types of experiences for moving trainees into direct contact with teaching-learning situations: September Experience, Teacher Aide Experience, Elementary Block Program, Secondary Laboratory Experiences. The second half (appendixes--perforated for easy removal) contains guides for assessing and practicing appropriate teaching behavior. Included are observation guides, checklists, and evaluation forms for each type of laboratory experience and for instructional analysis and planning, e.g., interaction analysis tally sheet and matrixes, lesson plan outlines, Laboratory Experience Rating Scale. (JS)

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Pre-Student Teaching Laboratory Experiences

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Preface

We have developed this book to meet some of the specific needs of future or pre-service teachers in the area of pre-student teaching laboratory experiences at Southern Illinois University. We, however, feel that the application of ideas and experiences can take place at other institutions who prepare teachers especially with some modification of the ways that future teachers move into off-campus public school and/or simulated classroom situations and the way they operate in them. Flexibility is most important for any laboratory or clinical experiences program in teacher training. The program must correlate with on-campus activities and must provide the "practice" in the theory-practice concept. Therefore, different arrangements must be developed for different educational situations.

In this book we have attempted to define educational laboratory experiences and have indicated a reason for their use in teacher training (Chapter I). Student participation in a program is discussed in Chapter II and the important roles of the administrator and classroom teacher are discussed in Chapter III.

A model of instruction is advanced in Chapter IV which lends itself well to the analysis of classroom instructional procedures and which should help the future teacher gather information and ideas for careful decision making. Chapter V offers suggestions as to ways in which the future teacher may use the models for data collection and information gathering. These techniques lend themselves well to more critical assessment of teaching behavior. Chapter VI discusses guidelines on assessing the future teacher as he is involved in pre-student teaching laboratory experiences.

Chapters VII through XI offer different types of experiences which have been found successful in terms of moving future teachers into direct contact with teaching-learning situations. These experiences are by no means all inclusive and it should be obvious that other ways can and do exist. These are just some means that can be viewed as possibilities.

An extensive appendix concludes this volume which provides a number of guides to not only assessing and practicing appropriate teacher behavior, but to becoming familiar with a number of aspects of the school and community. These various guides can be assigned to the future teacher at various stages in the program and can assist him as he develops his professional teaching behavior. Assessment forms too are found in the appendix to evaluate the progress of the future teacher as he moves through his program.

It is hoped that this volume will provide some significant guidance to the pre-service person and that it does afford some meaning to the development of more critical and analytical behavior. Again, flexibility in use depending on the goals of a teacher education program is urged. Each program should define its own way of operating.

Our special expression of appreciation must be given to Mrs. Gwen Nickel for her fine work on typing and assisting in the development of the manuscript.

Carbondale, Illinois
1970

J.R.V., Jr.
C.R.H.

CHAPTER I

Definition and Need

Definition and Intent

Educational laboratory experiences broadly defined are experiences, both real and simulated, that normally occur outside the regular college classroom and which bring the future teacher in contact with schools, students, and society in general. They are real in the sense that future teachers may observe and interact directly with the social phenomena, or simulated in that the "real" setting may be captured with the use of some electronic means. They can begin with a short observation of a classroom in the early stages of a teacher education program and extend through the student teaching experience to some special analysis with a higher level task prescribed. They can include visitations, observations, analyses, and evaluations of the cultural milieu that surround public school children in a given community. This means not only school activities but more directly the community with its mores and values which are so important to the education of children. The laboratory thus is the school and the community.

Regardless of the nature of the laboratory experience, they should all provide the opportunity for direct sensory input to the future teacher which gives him adequate perceptions of a social situation. With more adequate perceptions the future teacher can begin to form appropriate teaching behavior early in his program which will carry over to his professional work. In all cases the experiences should deal with the real problems of teaching and help develop the future teacher's level of awareness of teaching situations.

This book deals primarily with pre-student teaching laboratory experiences or those activities, real and simulated, which occur prior to the full time practicum experience. This does not preclude any interest or activity during or after the practicum. Many of the suggestions contained within have valid meaning for these areas too. If the opportunity exists, the future teacher should continue with laboratory field work after student teaching so that more precise and sophisticated behavior can be developed prior to movement into the profession. However, this book is designed to help the teacher education student move from entry into the program to the point of student teaching by providing some guides, models, and systems which will prepare him better for a more meaningful practicum experience. It is designed to develop readiness for more complete responsibility during the student teaching experience.

Need

During the 1960's some empirical, descriptive studies of teaching gave us considerable insight into the nature of the total classroom because these studies looked at teaching behavior as it influences student behavior during classroom interaction and at the treatment of the content to be learned.[1] These studies indicated that there were remarkable similarities in the basic pedagogical moves made by classroom teachers as they taught students in the learning situation. Although teachers behaved in a similar manner with students, they appeared to lack precision or awareness of what they were actually doing. It appears that teachers behave in a random and intuitive manner as they teach students some content area. Because of these studies it seems necessary that more precise and analytic behavior must be built into the teacher's behavior as he carries on the instruction in a classroom. This book is indeed built on this assumption that if teachers are more aware of their behavior and more analytic in their actions they will be able to carry on instruction in a more effective manner. No judgments are made regarding what should be taught; only that teachers should be aware and knowledgeable about what they are doing so that they may either alter or modify their basic teaching moves so as to affect better learning in a classroom. It is essential that teachers know of their behavior before they are able to modify it along the lines that they feel are important. It is further assumed that awareness of ones own behavior should occur early in the training of a teacher so that the future teacher may adequately perceive what is taking place in a classroom, what his behavior is, and what the various mediating variables are in a learning situation. If future teachers can gain this awareness early in their training, they may gain control of their behavior and be able to practice new behaviors before assuming a full-time teaching situation. In other words, this book is designed to give students in training a new set of glasses by which they may view various aspects of the teaching situation so that they may adequately see what is taking place and then make the judgment as to what might take place. Once the student has had the opportunity to observe his behavior and other teachers' behavior, he can then make the decision to correct or to modify along more desirable lines.

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[1] For brief descriptions see: John R. Verduin, Jr., *Conceptual Models in Teacher Education,* Washington, D.C., AACTE, 1967; Chapters Two and Six.

Teaching may be viewed as a process of making a variety of decisions in a variety of situations in the classroom. Because of this it appears necessary then that teachers be given various structures, systems, or models to help them analyse situations in a classroom so that they may make better decisions as they influence students toward certain selected goals. With systems or models the future teacher can understand the nature of the situation and then can strive for more precise behavior as he carries out the various pedagogical moves in a classroom. For example, the teacher typically asks a number of questions in a classroom. If he has a model to view the level of cognition resulting from question asking in a classroom, he can then make his decision as to whether this is important or not. If he asks questions which require lower level cognitive responses, then he should be aware of this so that he may, if he deems necessary, move the level of thought to a higher plane. Only through an analysis of the questioning situation can the level of thought be brought to the future teacher's attention so that he may become aware of what is taking place. Another example might be classroom discussion where the teacher has set a goal that the students should do the majority of the talking and interacting in a situation. Only through an analysis of the level of discussion can the teacher become aware of what has actually taken place. With an analysis the teacher can gain this knowledge and then make the decision as to the level of goal attainment.

It is also suggested that once the student has had the opportunity to identify and describe some of the variables that occur in a classroom he will be able to define some novel models for test and trial in a classroom situation. In other words, he will be able to define some new pedagogical moves to elicit a selected kind of behavior on the part of his students after he has had a chance to view the classroom and what takes place in it. The use of more analytic measures in this case gives the student not only the power to identify what is taking place but also the power to invent new strategies for accomplishing selected goals.

Since this book is predicated on more precise and analytic behavior in the classroom, a model which lends itself well to classroom analysis will be advanced in a later chapter. This is not the only way to look at teaching or to analyze teaching but it does give the student the opportunity to follow the instructional act from the start to the end and does take into consideration the major facets of instruction. With this model students will be able to look at entering behavior, specify appropriate goals, think about and plan for materials and strategies, the presentation of learning tasks to the student, and the assessment to determine the degree of learning that has taken place. This model itself requires more analytic and precise behavior on the part of the teacher as he conducts learning experiences in his classroom and finally allows for some accountability as to outcomes. If more precise behavior is to be built into teachers it appears important that they have a model to account for the total performance of the teacher and the students in a classroom instructional situation.

Besides advancing a model which will help the student view teaching in a classroom the remainder of this book discusses participation, various procedures for gaining awareness of the behavior, and a variety of experiences that may be utilized in a teacher education program. Chapter Two looks at student participation in pre-student teaching laboratory experiences.

CHAPTER II

Student Participation in Pre-Student Teaching Laboratory Experiences

To the student, laboratory experiences, other than student teaching, include those activities which bring him into direct involvement with the development of techniques and the understanding of principles of education upon which sound preparation and instruction should be based.

Laboratory experiences with public school students requiring direct observation and participation are a joint responsibility, involving the university, the pre-service teacher, and the public school personnel.

Program Aims

Eleven general program aims of the laboratory experiences programs are listed below:

1. To provide opportunities to observe teaching in the area of the pre-service teacher's major interest.
2. To provide contact with experienced classroom teachers currently in the field for discussion of objectives, methods, content, planning and evaluation in the student's chosen teaching area.
3. To provide an acquaintance with the curriculum, particularly in the student's major area of interest. Particular attention should be given to sequence and scope of that curriculum.
4. To provide an opportunity to observe different methods of instruction and to discuss with the classroom teacher the effectiveness of the various methods observed.
5. To provide participation in numerous activities appropriate to the student's level of preparation, i.e., grading papers, helping individual students, scoring tests, contributing to class discussion, preparing visual aids.

6. To provide periods of observation and discussion regarding the various methods of evaluating pupil progress used by classroom teachers.
7. To provide experiences utilizing educational media such as educational television, video tapes, audio tapes, and single concept films, in group and independent study so that the student might gain further insight into the educative process.
8. To provide brief opportunities for teaching in a classroom situation prior to student teaching.
9. To provide observation and discussion of certain experimental projects.
10. To provide opportunities which enable prospective teachers to observe, specify, and describe the developmental stages of human growth and development at different grade levels.
11. To providy opportunities for students to gain an insight into the cultural and social backgrounds of pupils and to have opportunities of communicating with specialists in these areas.

Usual Procedure

The first exposure to a live classroom situation for the pre-service teacher usually is in the role of an observer. Following observations in the live classroom, there are several programs which pre-service teachers can pursue that will give them the opportunity to participate in the teaching situation by assuming partial responsibility. This might consist of assisting individual students during some practice activity, planning and developing bulletin boards, preparing other instructional materials, illustrating a particular step in clothing construction, developing a concept with a small group of students, etc. Later, experiences can be planned in which the pre-service teacher takes charge of the entire class for a short period of time, 30 minutes or less. For example, in a home economics class a pre-service teacher might assist an individual student with some particular step in clothing construction or food preparation; on a small group basis in a mathematics classroom a pre-service teacher might assist students in mastering the techniques of solving quadratic equations. In every case, individual, small groups, or entire class, objectives are clarified and evaluation of such experiences are made by the cooperating teacher.

Some Effective Experiences

The names and a brief description of some basic laboratory experience programs found effective are as follows:

September Experience (Early Fall Field Experience)

A plan was started several years ago for future teachers to give them an opportunity to be in a public school during the first week or two in September when school is in session. It was judged to be successful and was called "September Experience." Basically, the student requests the opportunity to work in a school in his home community. During the time he is there, he serves as an assistant to the teacher. For many students this will be their first opportunity to see teaching from the teacher's position.

The experience will give the prospective teacher an idea as to whether or not he really wishes to teach. It will give him an opportunity to work with children. It should help vitalize his future courses in education, and it will help to relieve the fears many have of entering student teaching. In addition, for those who will do their student teaching in the winter or spring quarters, it gives them a real idea of the problems of starting school in the fall.

The students have felt that this experience made a significant contribution to their teacher training program. The teachers who participated in the program found it very satisfying and gratifying to be of help to a young person at this stage of his career. The students should be given a variety of experiences and at the same time be of real help to the teacher in the opening days of school.

Elementary Block Program

This laboratory experience is an exploratory laboratory situation designed to help the students become better oriented to the teaching profession. It gives them direct contact with the problems of school and affords them an opportunity to work in a school system other than the one in which they have observed or will do their student teaching. It also furnishes them the opportunity to see the real problems of an elementary or junior high school from the standpoint of the teacher. This experience is done in one of the public elementary schools near the university. The length of time the student spends in the school is one specific day each week. Students should receive academic credit for successfully completing this experience because it is part of the total teacher training program.

The student understands that he or she is to be a teacher assistant during the period that they are in the public school. Giving the student an opportunity to have a variety of experiences during this time is most valuable. The only time students have felt that their experiences as teacher aides lacked value was when they were assigned exclusively to clerical tasks. It is suggested that the help the student can give to the teacher will partially compensate for the services the teacher can give the student. Of course, it is suggested that the greatest compensation for the teacher is in the knowledge that they are helping in the training of a professional person.

Elementary Teacher Aide Program

The teacher aide experience is a laboratory situation designed to help the students become better oriented to the teaching profession. It is structured the same as the above Block Program except the length of time the students spend in the school is two hours per day, one day per week.

Secondary Pre-Student Teaching Practicum

This program was developed in an attempt to place students whenever possible in the public high school in which they will do their student teaching. They are assigned to the department of their major area of concentration one quarter prior to their student teaching assignment. It is designed to give the student a variety of experiences within the department, and also become familiar with the facilities, policies, and problems of that high school. The student should receive academic credit for this experience and must arrange their schedules such that they are available each day for a block of three or four hours.

Miscellaneous Programs

A. Elementary Math Program

A teacher aide experience for those students who are elementary majors with major preparation in math. It is an attempt to individualize instruction for needy public school students on a daily basis.

B. Kindergarten-Primary Methods Class Program

This program is designed for elementary majors in the Kindergarten-Primary methods class. It is basically the laboratory portion of the K-P methods class. It allows for observation, demonstration and limited participation with public school children at the kindergarten-primary grade levels.

C. Elementary Reading Programs

The instructor of the elementary education reading methods class has taped several children reading in an attempt to detect some common reading problems for his classes. The tapes are from poor, average, and superior readers at each grade level. These tapes include children using basal text-books and some who are using other material or reading experience stories.

Another laboratory experience for students enrolled in elementary education reading classes includes the planning and preparation for teaching three reading classes during each term. One demonstration will cover grades one and two, another will cover grades three and four, and the other will cover grades five and six. The university students will develop the lesson plans but the instructor of the course will do the actual teaching in the public school classroom as the university students observe and critique.

D. Home Economics Practicum

This unique laboratory experience has been in existance for several years. Each quarter there is a section of students from an advanced level course who participate in this pre-service experience at the local junior high school. Each girl has an opportunity to observe a class and then return a week later to teach a lesson which she has planned for the class observed. Planning and evaluation conferences are held with each university student by the instructor of the class.

E. Department of Psychology Program

Several graduate students from the Psychology Department are involved in case studies with individual children from economically deprived areas. There is an attempt to determine the intellectual deficiencies of each child and serve as a tutor to overcome them.

F. School of Communication Speech Program (Polly Packets)

The Polly Packets are a group of students from the School of Communication who are interested in presenting short skits or reading poetry in local public schools. Arrangements are made for these university students to make their presentations in subject areas that are currently being covered by the public school classroom teacher.

G. Educational Psychology Testing Interns

Graduate students from the Educational Psychology Department have an opportunity to administer the testing program adopted by several of the local public school districts.

H. Observations

Arrangements for students from many classes to visit public classrooms are made each quarter. They range from grades K through 12.

I. Outdoor Education Practicum

Students enrolled in the Outdoor Education Program visit several elementary classes and prepare them for their day long visits to the outdoor education facilities at an outdoor education center.

There are a variety of other models that can and should be developed that can bring the student in teacher education in direct contact with public school students. Each new model should, of course, be based on the needs of the future teachers and the arrangements that can be made with public school personnel.

Suggested Activities for Future Teachers

Below is a general list of suggested activities in which the future teacher may participate to gain experience and new insights into the process of becoming an effective teacher.

Getting Acquainted with the School and the Community

____building

____ equipment

____ school routines

____ teaching materials

____ the community, its resources, its character in relation to the school

____teaching staff

____noncertified employees

____range of teacher responsibilities

____teacher's meeting

Clerical Assistance

____ in the office

____ in the library

____ registration and fees

____ seating charts

____ catalog materials for the teacher

____ compiling data for records

____ distribution of books and materials

Teaching Activities

____ check lighting and ventilation

____ collect teaching materials and aids

____ put information on chalk board

____ arrange bulletin board

____ housekeeping duties

____ lunchroom supervision

____ assist with testing and scoring

____ recreational supervision

____ assist with clubs, drama groups, music groups, etc.

____ work with individual students

____ help reading groups

____ help plan classroom work

____ visit with study groups

____ demonstrate specific subject matter

____ occasional classroom responsibility after careful planning with regular teacher

Professional Activities

____ attend teacher's meetings (when appropriate)

____ attend parent meetings and community activities

____ discuss specific professional problems with teacher, principal, and superintendent

Beginning Professional Behavior

As teacher education students move into public schools for laboratory experiences they should use good taste in grooming at all times. They are urged to observe and follow the pattern of dress established by the teaching staff. Since this is the beginning of the professional career of the future teacher, the individual should carefully consider his total behavior in and out of the classroom and what the behavior means to the development of a good professional educator.

Chapter III discusses the roles the public school administrator and the classroom cooperating teacher might play in fostering a significant laboratory experiences program in their schools as these professionals in the field make their contribution to the development of future professionals.

CHAPTER III

The Role of the Administrator and Classroom Teacher in Pre-Student Teaching Laboratory Experiences

Laboratory experiences with public school students requiring direct observation and participation, are a joint responsibility, involving the university administrator and supervisors, the university students who are involved in the program, the public school administrators, and the cooperating classroom teachers.

One of the primary responsibilities and most common concerns of all the above mentioned personnel involved in laboratory experiences is the public school students themselves.

The following guidelines for administrating the laboratory experiences programs have been developed and found effective from experience over the past several years. Many of these guidelines have resulted from the recommendations of public school administrators, cooperating public school teachers, university supervisors, and the university students involved in one or more of the laboratory experience programs.

Administrators

There is no required written contract between the school boards of participating public schools and the university department or administrator placing students in the various laboratory experiences programs. This has worked effectively, but in some cases a formal agreement may be necessary.

The chief administrative officer of the school system, usually the superintendent, is first contacted for approval of placing students in one of the laboratory experiences programs utilizing cooperating teachers from their system. Therefore, the role of the chief school administrator is primarily one of supervision and administration of the laboratory experiences program involved in their public school system. Pre-student teaching laboratory programs are designed with the acknowledgement that the first responsibility of the chief administrator is to the boys and girls in his classrooms.

To be most effective, the pre-service teacher needs to be properly oriented to the school district and community. These orientation needs are sometimes met by the chief school administrator or other administrative staff members.

Most superintendents believe that the building principal should have the most responsibility in selecting the teachers in his building who are willing and capable of working with the university student in one of the pre-student teaching laboratory experiences. Therefore, after receiving the superintendent's approval, the university administrator works directly with the building principal in placing university students with teachers in public schools. The administrator looks to the building principal to supply a list of teachers selected to act as cooperating teachers each quarter or semester and this important process should be done cooperatively.

Before the students arrive, the building principal should explain to the faculty members their role in their relationship with the pre-service teacher. He should inform each staff member of his assignment. Each application will include the university student's name, address, year in school, hours completed, grade point average, and expected graduation date.

When the students arrive, the principal should devote time to a general orientation to the school district, their local school, and the community. If possible it would be most beneficial to introduce the pre-service teacher in a general faculty meeting.

Each pre-service teacher should be given a copy of all necessary literature pertaining to the school and the school district; items such as policies and procedures of operation, curriculum guides, teacher and student handbooks, and other general information of vital interest. The principal should describe the role of the pre-service teacher as he sees it in his school and review some of the suggested activities in which he will be expected to participate.

It is most beneficial if the principal will accept the pre-service teacher in the same manner as staff members and provide an opportunity to participate in all school functions. The pre-student teaching laboratory experience functions best where the university student is considered one of the staff members. The principal should provide an opportunity for the pre-service teacher to visit and confer with him anytime during his pre-student teaching laboratory assignment.

The cooperating teachers should be assured that the principal will keep in contact with them as to the progress of the future teacher and will assist in any way with the supervision of the university student. If any personal problems develop in a laboratory experiences program, the university administrator and/or supervisor should be notified immediately.

The Role of the Cooperating Teacher

The following definition of a supervising teacher is advanced by J.D. Clemmons. He states:

> "The supervising teacher is that individual in the public or laboratory school who is responsible for supervising, guiding and evaluating the activities of a student assigned to him for a particular type of professional laboratory experience."[1]

It is suggested that the cooperating teachers in the pre-student teaching laboratory experiences programs perform this very important function for the young future professional. Although the cooperating teacher's first responsibility is to the students in their public school classroom, it is a well-considered fact that he is also the most important person in a pre-student teaching laboratory experience.

A successful program must have cooperating teachers that will provide more than mere acceptance. They must reflect a positive interest in the program and foster an attitude of encouragement for the pre-service teacher.

Written guidelines should be prepared that cover the role of the cooperating teacher in each of the pre-student teaching laboratory experience programs. The objectives and procedures that will be utilized in each program should be distributed and explained to the teacher before the university students arrive. There should be a planned sequence of experiences developed that will provide opportunities for college students to grow into more competent, successful teachers.

As soon as possible after the arrival of the pre-service teacher, there should be a conference between him and the cooperating teacher. The subject of the conference should be clarification of school routines and a general orientation to the school and local community. Knowing what is expected in routine matters and being oriented to school policies and procedures will help to get the new pre-service teacher off to a good start.

The pre-student teaching laboratory experience should be a planned sequence of activities that will provide a gradual transition

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1. James D. Clemmons, "An Analysis of Professional Laboratory Experiences Provided Prior to Student Teaching in Secondary Teacher Education Programs of Selected Institutions in Illinois." Unpublished Doctoral Dissertation, Southern Illinois University, 1969, page 18.

from a dependent role to one of initiative and responsibility. Some suggested activities that will acquaint the pre-service teacher with his particular situation could include:

1. Touring of the school plant.
2. Meeting staff members and administrative personnel and becoming informed on their functions.
3. Becoming oriented to the special instructional facilities and services of the school.
4. Becoming acquainted with everything the teacher needs to know in order to do an effective job in his classroom.

Some initial activities in which the pre-service teacher can succeed in doing in most pre-student teaching laboratory experiences would include routine and administrative duties such as:

1. Checking test papers.
2. Putting material on the chalkboard.
3. Collecting and distributing papers and materials.
4. Monitoring tests.
5. Preparing bulletin boards.
6. Develop seating chart and learn the names of the students as quickly as possible.
7. Keep records of absences and tardiness.
8. Assisting in hall duty, bus duty, and lunchroom or playground duty.

Under the supervision of the cooperating teacher, the pre-service teacher should become involved with minor teaching duties such as:

1. Giving vocabulary and spelling words to the class.
2. Reading instructions and explaining difficulties that might be encountered.
3. Working with small groups and individuals.
4. Assisting students who are working independently on projects taught by the cooperating teacher.
5. Developing a working lesson plan for one area.
6. Reading stories out loud.

Gradual induction into the various activities concerned with teaching is essential. A variety of tasks which the future teacher can perform with a high degree of success is most beneficial for a successful pre-student teaching laboratory experience. Demonstrating effective methods and principles of teaching and assisting the pre-service teacher in getting a working philosophy of teaching are most stimulating and challenging to the cooperating teacher.

The university administrator or supervisor should be kept fully informed at all times of the progress of the pre-service teacher and should be of assistance to the cooperating teacher in the evaluative process. Each laboratory experience evaluation instrument should be jointly completed by the cooperating teacher and the university personnel involved. A sample evaluation instrument and the key to accompany the rating scale can be found in Appendix F.

The successful teacher depends on well prepared lesson plans. The pre-service teacher should have been exposed to the development and use of lesson plans. The cooperating teacher should require the pre-service teacher to submit a lesson plan for her approval prior to teaching a lesson. The amount of help a cooperating teacher gives to the pre-service teacher will vary according to the students' ability. The guidance and assistance provided by the cooperative teacher to the future teacher as he performs a given task may be some of the most valuable and significant help that he may receive. Having the future teacher gain experience under guidance by a professional in the field will assist in more open perceptions and, in turn, more desirable professional behavior.

A model designed primarily for the instructional act in a classroom is advanced in the next chapter. The model should provide guidance too as the future teacher observes teaching and then begins to carry out instruction itself.

CHAPTER IV

Models and Instruments to Analyze Teaching

A Model of Instruction for Analysis and Decision Making

As explicated in Chapter I some models, systems and structures appear important for the future teacher to utilize in order to gain awareness of what is taking place in a classroom. A systematic way of viewing the variables in a teaching-learning situation provides a means by which data can be collected or information can be brought forth which, in turn, can be judged for effectiveness relative to the expressed goals. Once the future teacher is aware of what is taking place in a classroom, he can alter or modify the procedures to become more consonant with the goals. It is virtually impossible for a person to change or improve his behavior until he has some feedback as to the nature of the present situation. And, perhaps it is best if the future teacher can gather this information by himself or in close conjunction with a colleague because of the personal meaning it has. Practice in gathering information is an important first step. Once information is available the future teacher can then take steps to improve where needed.

This chapter will present a model of instruction which lends itself well to analysis and information gathering and provides for checks and balances as one carries on instruction with students. It encompasses the major features of the instructional act from the point of assessing the entering behavior of the student and specifying appropriate goals to that of evaluating the student's performance. It looks at both planning for and carrying out the instructional act and allows for modification of components when performance doesn't meet the expressed goals. In other words it is analytic in the sense that all components provide a degree of systematic precision which contributes to the total instructional act. It is not the only way to look at teaching but it does give a systematic approach to instruction.

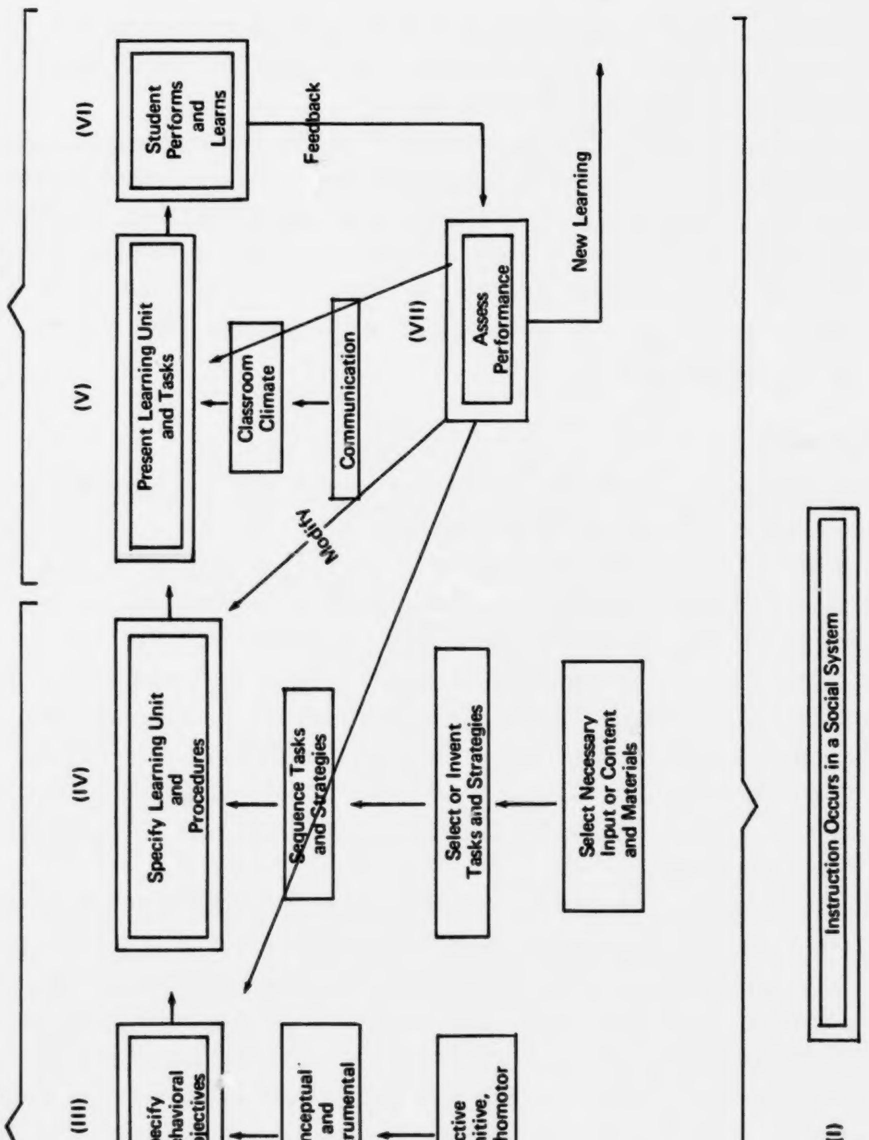
Within each major component, systems, models and, in turn, questions will be presented to allow the future teacher the opportunity to gather information and to think critically about what is taking place. The basic instruction model is on the following page.

General Explanation

In brief the model begins in the planning stages with the assessment of the entering behavior of the student in conjunction with the statement of goals. These two operations should take place in conjunction with one another so that the student can have goals which are attainable according to his previous learning and experience. If a teacher does not look at the entering behavior, his goals may be too difficult to attain on the part of the students and thus the instruction will fall short. At the other extreme, the goals may not present a challenge or the student may already possess the expressed goals before instruction begins. Therefore, assessment and goal statement should be done together so as to define the best possible experience for the student.

Once the goals have been clearly and concisely stated the definition of appropriate experiences for achieving the goals is done. In defining the unit to be learned and the procedures, necessary content and materials are selected, tasks and strategies are selected or invented, and all tasks and strategies to accomplish the goals are sequenced and ordered for effective learning.

When the learning unit and procedures are defined by the teacher or cooperatively with the students the move is then made to presenting these to the students for their accomplishment. This is the actual classroom learning situation which involves the interaction of the teacher, the students and the content which is to be learned. Within the classroom learning situation a climate conducive to learning should be established and maintained. Also, communication is involved and important to learning. The next step involves the student performing the various tasks and learning what has been defined in the goal statement. This performance could involve learning to spell a simple word, solving a complex equation, or acquiring knowledge for future use. In any case some provision should be made to determine to what degree the student did what he set out to do. This final component is evaluation or assessment of performance. If the performance did not measure up to the stated objectives, then some modification is necessary in terms of the goals, the nature of the learning unit, or the presentation of the unit. Modification will be necessary to insure that the


Planning
Classroom Operations
(II)
Assess Entering Behavior
Previous Knowledge, Understandings, Perceptions, Experiences
(III)
Specify Behavioral Objectives
Conceptual and Instrumental
Affective Cognitive, Psychomotor
(IV)
Specify Learning Unit and Procedures
Sequence Tasks and Strategies
Select or Invent Tasks and Strategies
Select Necessary Input or Content and Materials
(V)
Present Learning Unit and Tasks
Classroom Climate
Communication
(VI)
Student Performs and Learns
Feedback
(VII)
Assess Performance
New Learning
Modify
(I)
Instruction Occurs in a Social System

An Instructional Model

student "learns" what was defined for him. If the student has performed at a designated level, then he is ready for new learnings and the instructional model repeats itself.

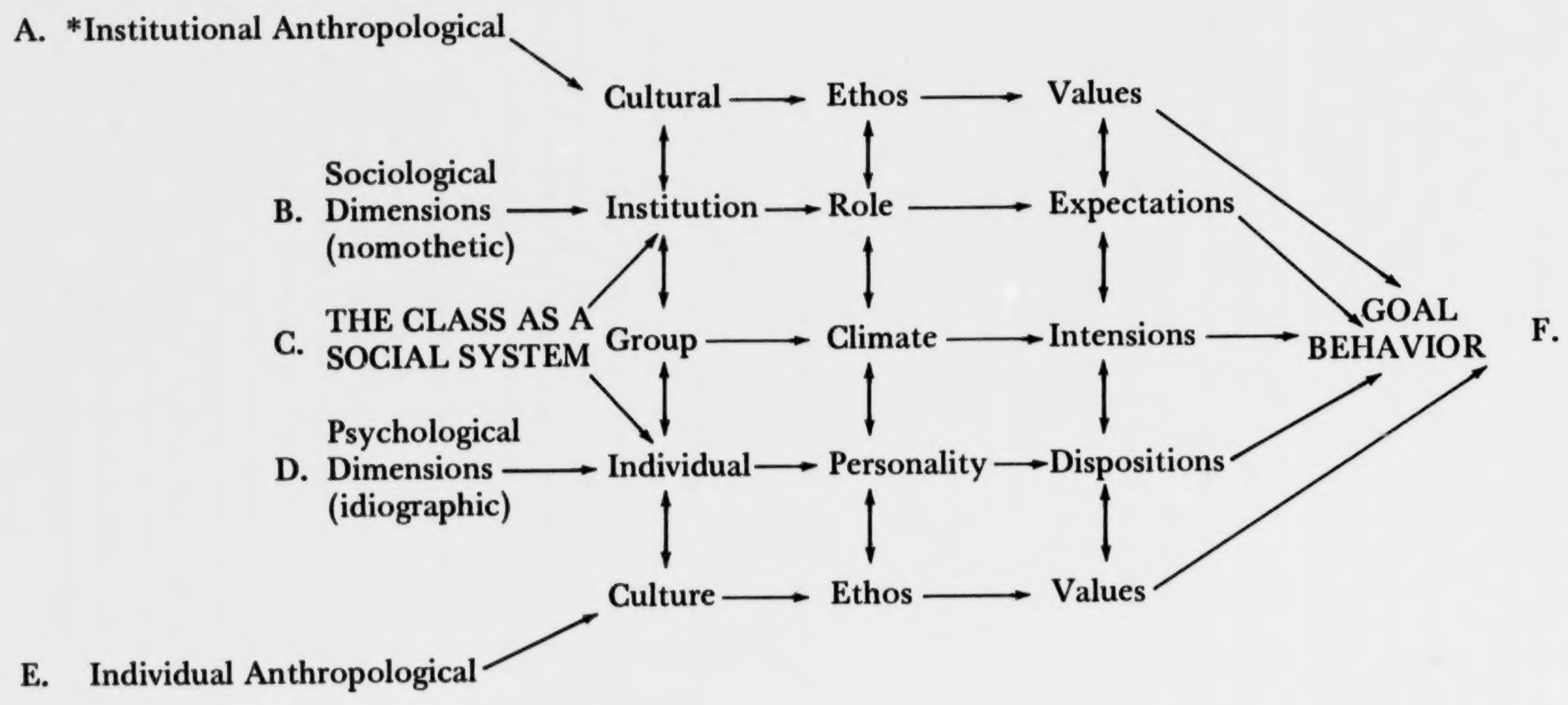
Finally, because the future teacher should be concerned with achievement by *all* students in a given classroom, some attention and interest must be given to the socio-cultural setting in which the school and its students find themselves. An analysis of the school with its expressed goals and the student with his values will bring more precision to the curriculum experiences and the teacher's role in the classroom.

Social System (I)

The first component in the model is the social system in which the school, the curriculum, the students, and, in turn, the teacher are embedded. All schools are situated in a community which has certain beliefs, characteristics, and values all of which influence the individual school and its curriculum. The student, in turn, brings to the school his own "package" of values, beliefs and characteristics which may or may not be consistent with those possessed and expoused by the larger community. If consistency in the values is present, then satisfactory learning should occur. If there is inconsistency in the values, then satisfactory goal behavior and learning will not usually occur.

J.W. Getzels and Herbert A. Thelen originally developed an extensive model which was later modified by Getzels and which provides for the analysis of a social system and goal behavior of students in a school and classroom. The model is on the following page.

This model begins with a social system which can be either a classroom group or a school. Within the social system two major dimensions are present; the sociological or normative (capital letter B of Model) and the psychological or individual (D). At the normative level a social system has institutions which carry on the function of a social system and these institutions require certain roles to be played. The roles, in turn, are defined as what expectations the role incumbent is required to display. The role-expectations really define what should occur in an institution and thus lead to goal behavior (F) of the institution. However, since a social system contains individuals who possess certain personalities and need-dispositions, the second or individual dimension comes into being. This is to say that the psychological dimension, running parallel to the normative, has individuals with distinct personalities which are


A. *Institutional Anthropological
Cultural
Ethos
Values
B. Sociological Dimensions (nomothetic)
Institution
Role
Expectations
C. THE CLASS AS A SOCIAL SYSTEM
Group
Climate
Intensions
GOAL BEHAVIOR
F.
D. Psychological Dimensions (idiographic)
Individual
Personality
Dispositions
Culture
Ethos
Values
E. Individual Anthropological

Model for Analysis of a Social System and Goal Behavior

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*Capital letters are used in the explanation following

1. John R. Verduin, Jr., *Conceptual Models in Teacher Education,* Washington, D.C., American Association of Colleges for Teacher Education, 1967, page 62.

reflected in the need-dispositions of each individual. These all lead to individual goal behavior (F).

These two dimensions of a social system, however, do not operate in a vacuum so additional variables at the anthropological level can be identified and thus come into play. Each institution, or in this case the school, is embedded in a culture that possesses certain beliefs and characteristics (ethos) which, in turn, is displayed in a set of values held by that culture (A). All of these factors play upon the school because, in a way, they specify what is expected of the institution. The same case can be built for the individual because he too is embedded in a culture, perhaps sub-culture, because of his family, friends, neighborhood, and other groups. His culture has a certain ethos which displays a value system, and these factors play upon his need-dispositions and individual goals (E). Because of the significant reciprocal influence of the culture with its ethos and values upon the institution and individual, this anthropological level takes on considerable meaning for the teacher's role.

Because of the inherent differences in the two dimensions of the social system, there could be conflicts and deviant perceptions between the individual with his personality and needs and the institution with its role-expectations. This model handles this concern with the identification of a group to serve as a buffer between the institution and the individual (C). The group imposes a balance between the two and helps to support the institution when certain roles and expectations seem important and to support the individual express his idiosyncratic personality and need-dispositions when necessary. This is done by the group fostering a climate and definite intentions. The group climate dimension completes the model and is essential for the effective functioning of an individual in an institution.

In viewing the entire model, it can be noted that each stratum relates directly to the school and the work of the teacher. Interpreted broadly the institution-role-expectation stratum (B) in this case is the curriculum of the school. This is reflected directly in the learning experiences of the school because it specifies what is expected for the student to attain goal behavior as prescribed by the school. The institutional-anthropological level (A) is the dominant culture with its beliefs and values, and in most cases would reflect the middle class culture. The reciprocal influence here would thus indicate that generally the curriculum of a public school would reflect a middle-class value system.

On the other hand, the individual-personality-need-disposition stratum (D), represents each individual student who makes up a school or class. The individual-anthropological stratum (E), represents the cultural "package" that each individual student possesses and brings to school and class with him and could reflect any subcultural value system.

Finally, the group-climate-intentions level (C) for all intent and purpose is the teacher because he is the one who leads the group and fosters the desirable learning climate through his work with students.

With these ideas in mind the future teacher can utilize the model in a variety of ways. The model helps to bring to the level of awareness the conditions and variables that surround the school, the classroom and the youngster. It does help to identify, explain, and relate the mediating variables in a social system but it does not provide solutions to any problems; this the teacher must do. However, with this model a new teacher can look at such concerns as the youngster from the ghetto area attending a suburban school (values vs. values), the upper-middle class youngster who might have one set of values expressed for him by his parents and quite another displayed by his parents (values vs expectations or double standards), and/or the student who doesn't "conform" the way he should (role vs personality).[2] In all cases the teacher simply states his purpose for the analysis and then views the variables in the model to get his information. Then he acts accordingly. Since the teacher has control over the group-climate dimension and works directly with the role-expectation dimension, he can begin to design the kinds of experiences that will result in meaningful goal behavior (F).

Concluding, this model actually identifies what is present in a socio-cultural system and provides some direction as to what must be done to cope with the problems. This is a definite aid to goal statements and curriculum designs. Real strength and considerable precision can be added to the future teacher's behavior when considering the all-important socio-cultural demands. He must look carefully at the socio-cultural factors associated with his students, school and community and to place these factors into a framework for analysis and decision making. When these variables are viewed in paradigm form, more intelligent and critical decisions can be made on the question of what ought to be for the students in the schools of America. An answer to this question thus can be translated into a statement of goals and, in turn, curriculum experiences.

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[2] For specific examples on using this model, see John R. Verduin, Jr., *Conceptual Models in Teacher Education*, Washington, D.C. American Association of Colleges for Teacher Education, 1967, Chapter 7.

Assessment Entering Behavior (I) and Specification of Behavioral Objectives (III)

As suggested above these two processes should be carried out simultaneously so that the objectives are compatible with the entering behavior of the student. This permits more effective learning in that a realistic assessment of behavior will allow for goals that are within reach of the students and not "below or above" their capabilities; consonance should occur in these important processes so that all students can achieve. This perhaps should not be considered a hard and fast rule because some sound and important objectives both to the student and the total learning unit may emerge which in the judgment of the teacher must be taught. In many of these cases if goals are designated as important and the entering behavior is not present, some pre-instruction or review may be necessary to raise the entering behavior to become compatible with the objectives. Either avenue is sound as long as the entering behavior is such that meaningful instruction can occur to achieve the selected objectives. This is why the reversible arrow is present in the basic instructional model.

When stating goals or objectives and when looking at the student as he comes to the learning situation, it is important to think in terms of behavior. As teachers our job is to cause and assist youngsters to learn. A commonly held definition of learning is that of changing the behavior of a person. In fact, N.L. Gage defines teaching as . . . "any interpersonal influence aimed at changing the ways in which other persons can or will behave."[3] Behavior then is all important for teachers to consider as they work with students. Since behavior is important and since changing behavior to some end is a function of the educative process, it appears necessary for the future teacher to look at students in terms of behavior and at goal statements in terms of behavior.

The entering behavior of the student or as De Cecco refers to it synonymously as the entering performances is the level of knowledge and skill that the student brings to the new instruction. De Cecco states that "Entering behavior describes the behaviors the student must have acquired before he can acquire particular new terminal behaviors. More simply, entering behavior describes the present status of the student's knowledge and skill in reference to a future status the teacher wants him to attain. Entering behavior, therefore, is where the instruction must always begin."[4] Observing and measuring the entering behavior or level of performance are not often done by teachers and are not easy tasks, but this process must be done because the teacher's job is to move the student from entering performance to that of the desired terminal performance (the objective). Many times the entering performances for new instruction are the end products of previous instruction so the teacher should have an awareness of what the level of his students' entering behaviors is. However, listing the needed performances for the new instruction makes explicit exactly what is requisite for the instruction to begin and brings considerable precision to the teaching act. Listing the behaviors is important and De Cecco suggests "A list of entering behavior reveals two characteristics: The statements are explicit and refer to specific, observable performances and the list as a whole is generally more comprehensive than the corresponding list of terminal performances."[5] These two characteristics of observable performances and comprehensiveness are important for the future teacher to keep in mind because with a complete listing of entering performances the teacher's task of accomplishing the new performance is clearer and greatly enhanced. There are other aspects of the student and his behavior which obviously affect his classroom learning (such as motivation, readiness, individual differences, etc.), and should be considered when designing a learning experience. The teacher must give consideration to the total entering performances of a student and coordinate them with the appropriate terminal objectives of a learning unit. Upon the specification of goals the attention must focus on the required entering performances and the assessment to determine if the performances are present. If entering behavior isn't sufficient the teacher can review with the student to recall previous knowledge, provide additional instruction to up-date the students, or reject or modify the stated objective. Only when these steps are taken can the teacher be sure that meaningful instruction will take place.

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[3] N.L. Gage, ed., *Handbook on Research on Teaching,* Chicago, Rand McNally and Company, 1963, p. 96.

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[4] John P. De Cecco, *The Psychology of Learning and Instruction: Educational Psychology*, Englewood Cliffs, New Jersey, Prentice Hall, Inc., p. 59.

[5] *Ibid.*, p. 59.

Instructional objectives, the kinds of behaviors that students should display at the end of a lesson or unit, obviously provide the direction for the formal instruction and are central to the instructional process. The need to coordinate the objectives with entering behavior has been explicated; the consistency between these two processes again is important and should be obvious.

Specifying goals is the first step in the curriculum-design and everyday-planning activity and provides the direction toward which the entire instructional process must move; all other activities are contingent upon clear, concise goal statements. Therefore, goal statements must be carefully defined at the beginning or a breakdown in the instructional process occurs before it actually starts. Mager emphasizes this point strongly by stating:

> "When clearly defined goals are lacking, it is impossible to evaluate a course or program efficiently, and there is no sound basis for selecting appropriate materials, content, or instructional methods. After all, the machinist does not select a tool until he knows what operation he intends to perform. Neither does a composer orchestrate a score until he knows what effects he wishes to achieve. Similarly, a builder does not select his materials or specify a schedule for construction until he has his blueprints (objectives) before him. Too often, however, one hears teachers arguing the relative merits of textbooks or other aids of the classroom versus the laboratory, without ever specifying just what goal the aid or method is to assist in achieving. I cannot emphasize too strongly the point that an instructor will function in a fog of his own making until he knows just what he wants his students to be able to do at the end of the instruction."[6]

Once the future teacher sees the importance of goal statements in clear, concise terms and the significance for the entire teaching process, he should then look at the nature of objectives and how to specify them.

Mager defines an objective as " . . . an intent communicated by a statement describing a proposed change in a learner—a statement of what the learner is to be like when he has successfully completed a learning situation. It is a description of a pattern of behavior (performance) we want the learner to be able to demonstrate."[7]

The emphasis here on goal statement then is that objectives must be stated in terms of behavior. Krathwohl states that "to be most useful, statements of goals should be stated in terms of overt behavior that can be seen and measured, because specifying educational objectives in terms of behavior is the most meaningful and powerful way to analyze the instructional process. If the teacher holds to the commonly accepted definition that education should change student behavior, he must state goals in terms of the kinds of behavior desired. The teacher's job is to structure the school situation to enable students to learn appropriate behavior and practice it."[8]

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[6] Robert F. Mager, *Preparing Instructional Objectives,* Palo Alto, Calif. Fearon Publishers, 1962, p. 3.

[7] *Ibid.,* p. 3.

Considerable precision should be exercised by the teacher as he communicates the meaning he has in mind regarding a specific behavioral goal. The meaning of what was intended must be communicated exactly to any person who reviews the goal statement. As Mager suggests "A meaningfully stated objective, then, is one that succeeds in communicating your intent; the best statement is the one that excludes the greatest number of possible alternatives to your goal."[9]

Words open to a number of interpretations or complete misinterpretations are thus to be avoided in stating goals. Statements like to fully appreciate, to develop a critical understanding of, and to enjoy, though well-intentioned and perhaps important, are open to a number of interpretations and do not specify the nature of the terminal behavior that is to be displayed. Therefore, the intent of the statement is not communicated in any degree of precision. In this case then "the statement which communicates best will be one which describes the terminal behavior of the learner well enough to preclude misinterpretation."[10]

To help overcome these problems in goal statements Mager has suggested a method which has worked in many cases. This method which the future teacher can easily utilize is as follows:

> "First, identify the terminal behavior by name; we can specify the kind of behavior which will be accepted as evidence that the learner has achieved the objective.
>
> Second, try to further define the desired behavior by describing the important conditions under which the behavior will be expected to occur.
>
> Third, specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable."[11]

These three major guides to successful goal statements are important and lend a definite precision element to analytic teaching.

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[8] John R. Verduin, Jr., *Conceptual Models in Teacher Education*, Washington, D.C., American Association of Colleges for Teacher Education, 1967, p. 115-116.

[9] *Op. Cit.*, p. 10

[10] *Ibid.*, p. 11.

[11] *Ibid.*, p. 12

When a teacher is able to identify a terminal behavior, carefully define this behavior, and then state the criteria upon which judgments will be made, he has made a significant start in the instructional process. Clear, concise goal statements in terms of behavior thus bring the needed meaning and power to the instructional process and eliminate the poorly defined and fuzzy goals so prevalent. This is pointed out in the following statement.

> "Such goals as 'the student should become a good citizen' are spelled out in terms of the kinds of behaviors which a good citizen displays. There are then statements, such as, 'the student shall be able to identify and appraise judgments and values involved in the choice of a course of political action'; 'he shall display skill in identifying different appropriate roles in a democratic group'; or 'he will be able to relate principles of civil liberties and civil rights to current events.' "[12]

With the clear statements of behavioral goals as the beginning point in the instructional process, the teacher then provides the appropriate experiences and accompanying materials to foster the behavior and helps the student learn when to use the behavior. Rounding out the instructional process, it should be noted that assessing or evaluating the degree of behavioral change can be accomplished with a higher degree of proficiency because the teacher needs only to look for and measure the new behavior of the student. Stating goals in terms of behavior not only adds power and meaning to the instructional process, but it adds a degree of simplicity.

It is considered that behavior changes as the student has the opportunity to interact with his environment and the objects and events in it. In the case of formal instruction in the classroom the teacher provides the various environmental conditions, both real and simulated, to which the student interacts; therefore, the environmental conditions should depend upon the kind of behavior desired. Student behaviors are many and varied; some are quite simple and others are very complex.

In the first case of rather simple behaviors, largely reflexive in form, actual instrumental behavior can be developed through various forms of operant conditioning. This major category of behaviors requires little in the way of logical conceptual content so operant conditioning will effect the desired terminal behavior. An example of terminal behavior in this category is the act of performing multiplication of three-digit numbers within ten seconds. Also, if a teacher shows a class a picture of a horse, the students are expected to respond with the word "horse."

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[12] David R. Krathwohl, "Stating Objectives Appropriately for Program, for Curriculum, and for Instructional Materials Development," *Journal of Teacher Education*, 16:83-92, March, 1965, p. 84.

Proper grammatical expression in the classroom, holding the pencil correctly for proper writing, and translating foreign words into English are also terminal behaviors which require little logical interaction with content in the formation of the behaviors. It should be noted by the future teacher that these behaviors are important in this instrumental category and shouldn't be slighted. However, designing learning units for their acquisition is different and requires other moves than that of conceptual objectives.

Besides these rather simple instrumental behavioral objectives which the teacher can accomplish through operant conditioning techniques, more complex behaviors exist which require much different strategies to accomplish these goals.

As mentioned above behavior changes and learning takes place as the student interacts with his environment. He perceives the objects and events in his environment, forms concepts about them, uses the concepts for making decisions, and actually acts on his decisions. This more complex behavior results then from specifying conceptual goals and, in turn, true interaction with a certain environmental condition. These conceptual goals are important because a student's environment is composed of objects (termed structural concepts) and events (process objectives). A student learns about mountains, trees, numbers, countries, adjectives, etc. which are the objects and events in his world. Forming concepts about objects and events gives the student the "raw material" with which to think about, judge, and act upon.

Woodruff defines a concept as "... a relatively complete and meaningful idea in the mind of a person. It is an understanding of something. It is his own subjective product of his way of making meaning of things he has seen or otherwise perceived in his experiences. At its most concrete level it is likely to be a mental image of some actual object or event the person has seen. At its most abstract and complex level it is a synthesis of a number of conclusions he has drawn about his experience with particular things."[13]

He defines Process Concepts thusly: "A concept of a process, event or behavior and the consequences it produces when it occurs."[14] And, Structural Concepts as: "A concept of an object, relationship or structure of some kind."[15]

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[13] Asahel D. Woodruff, "Putting Subject Matter into Conceptual Form." "Paper prepared for TEAM Project meeting, February 6, 1964.

Examples of process and structural concepts and their proper form are as follows:

Process Concepts

When you increase the temperature of a gas, the pressure of the gas increases proportionately.

When water flows constantly over land, it will tend to produce valleys.

When a future teacher specifies the content to be taught in a classroom in terms of conceptual statements, the actual teaching task is made easier because the direction is much clearer.

Structural Concepts

A book has pages, words, numbers, and generally pictures, graphs, and figures which all together tell the reader something.

A periodic table in chemistry consists of all known chemical elements with their selected characteristics which is organized in rows and columns to assist the scientist in his work in chemistry.

An instructional model brings into consideration some thought about entering behavior, goal statement, the learning unit and procedures, the presentation of the learning unit, student performance, and assessment of outcomes.

The values derived from specifying and utilizing these kinds of conceptual goals are many. First, the two major types, process and structural, actually describe all events and objects in a learner's environment and thus cover the content or knowledge variable with a high degree of precision. In other words what students should learn about their world can be stated precisely in these forms. Secondly, and when stated correctly, these conceptual statements make explicit exactly the direction, the materials and the content of a learning unit. If for example a teacher wants his students to learn the following bit of knowledge, if you increase the temperature of a gas, the pressure of the gas increases proportionately (process concept), the teacher has before him the content that must be used, an idea to the materials that are necessary and the exact direction as to what must be done for the students. This not only simplifies the instructional process but adds power too because, rightly so, the concept dictates the next steps particularly as to the content that will be used.

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[14] *Ibid.*

[15] *Ibid.*

Finally, upon specifying the conceptual goals, the teacher can further translate these into overt behaviors that the student will display at the end of the instruction. In other words the conceptual goals (content or knowledge) are compatible with behavioral goals (terminal behaviors) because the teacher can list the behavioral goals that students will possess after they have interacted with their environment. Power and precision are thus added to the instructional process because of this basic compatibility of educational goals.

A final word in this area is that objectives or goals are generally placed into three major categories which are as follows:

1. Cognitive—regarded as the thinking goals. Examples, to recall the theory of relativity; to distinguish the difference between a conclusion and a hypothesis; to judge the accuracy of a given statement; and to define a given term.
2. Affective—regarded as the attitude goals. Examples, to volunteer for a given assignment; to spend leisure times reading books; to protest a given social situation; and to practice for a dramatic play.
3. Psycho-Motor—regarded as the physical goals. Examples, to do ten push-ups; to park a car in a parking space on the street; to sew the stitches in a dress with a sewing machine; and to jog one mile.

There are several taxonomies or category systems that will help the future teacher look at the type of thinking that takes place in a classroom. Perhaps one of the easiest to utilize is the one created by J.P. Guilford and further modified by James Gallagher and Mary Jane Aschner. Within this system are the five major groups of intellectual abilities such as cognition, memory, convergent thinking, divergent thinking, and evaluation. A description of the categories is as follows:

> "Cognition, in this case, is the discovery or rediscovery of information and includes comprehension and understanding. Memory is the retention or storage of information. From this known and remembered information come the two productive kinds of thinking: divergent thinking and convergent thinking. Divergent thinking is the generation of new information from known information with the emphasis on variety and quantity of information. In this case thinking goes in a variety of directions, with no real 'right' answer being sought. Convergent thinking is

> the generation of new information which leads to the right or conventionally accepted answer. In this case, the given or known information usually determines the correct response. Evaluative thinking is the intellectual process by which judgments and decisions are made regarding the goodness, correctness, adequacy, or suitability of information, based on some criterion of consistency and/or goal satisfaction that resulted from productive thinking."[16]

As a future teacher begins to specify some tasks or questions, he can quickly judge at what level of cognition he is requesting of his students by referring to the above system. Is he asking mostly cognitive-memory type questions, or is he soliciting some judgments (evaluative) on the part of his students? Does he ever go after divergent thought processes in his class or does he usually solicit responses that lead to a right answer (convergent)? The question is a very powerful tool used in a classroom, so the teacher should be aware of the nature of the solicitations that he makes. With this system a future teacher can rapidly gain knowledge as to what he is requesting of his students and then make improvements if necessary.

For the all-important affective domain a taxonomy developed by Krathwohl, et al. will help the future teacher view the nature of attitude and value development in a learning situation. Its abbreviated form is as follows:

1.00 Receiving (Attending)
    1.10 Awareness
    1.20 Willingness to Receive
    1.30 Controlled or Selected Attention
2.00 Responding
    2.10 Acquiescence in Responding
    2.20 Willingness to Respond
    2.30 Satisfaction in Response
3.00 Valuing
    3.10 Acceptance of a Value
    3.20 Preference for a Value
    3.30 Commitment
4.00 Organization
    4.10 Conceptualization
    4.20 Organization of a Value System

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[16] John R. Verduin, Jr., *Conceptual Models in Teacher Education,* Washington, D.C., American Association of Colleges for Teacher Education, 1967, p. 85.

5.00 Characterization by a Value or Value Complex
  5.10 Generalized Set
  5.20 Characterization[17]

This system is actually based on an "internalization" idea. "Internalization in this case means the change or inner growth that occurs in an individual as he becomes aware of and adopts certain attitudes and principles which are inherent in forming selected value judgments and behaving according to his values."[18]

According to this system the student receives stimuli (1.00) in a classroom learning situation which begin to work on his affective behavior. This occurs through the presentation of content, materials, and experiences by the teacher. The three sub-categories in receiving would indicate an increase in his receiving the stimuli until he begins to respond (2.00) to the affective stimuli. If the stimuli continue to affect him he again will move from complying through willingness to satisfaction in what he is perceiving in the learning situation. At this point he is becoming emotionally involved and will attach some emotional significance and value to what is taking place. If the internalization process continues he begins to hold certain values (3.00) about the object or event under consideration. From accepting a value to preferring a value he will again move up, if the stimuli affect him, to actually a conviction to the experience in question.

At this point several relevant values may enter into the internalization process and the student will begin to conceptualize and organize (4.00) the many values involved. Finally, the internalization process reaches a point whereby he will continually respond to value-oriented situations with a new and consistent view of his environment or world. His total behavior is then characterized (5.00) by a consistent set of actions which may be described as a philosophy of life.

From this brief explanation of the taxonomy it can be noted that it will be no easy task for the teacher to move the student to a point where he behaves according to a philosophy of life. This may take several years in a student's life. However hard as it may be, future teachers must be aware of this internalization process if they are interested in having students form certain values about their world and having them behave "properly" based on certain value systems. Being aware of the "stages" in the attitude and value development process is important because each teacher will have to make a contribution in the major affective goals of students which, in turn, govern the behavior of students as they move through life. Ignorance of or lack of interest in affective goals certainly should not be part of a teacher's behavior.

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[17] David R. Krathwohl, Benjamin S. Bloom, and B. Masia, *Taxonomy of Educational Objectives, The Classification of Educational Goals, Hanbook II: Affective Domain.* New York, David McKay, 1964, p. 35.

[18] John R. Verduin, Jr., *Conceptual Models in Teacher Education,* Washington, D.C., American Association of Colleges for Teacher Education, 1967, p. 119.

Another important aspect of the affective domain is that it is working all of the time during an instructional situation. In other words, as a teacher strives for selected cognitive goals, he should be aware of the fact that the student is beginning some internalization of the stimuli that he is receiving which will lead to some attitude formation on the part of the student. Just as the reader peruses this book, he or she is going through a cognitive experience but is also forming some judgments as to its value or lack of value. The teacher must realize that the cognitive as well as pscho-motor run hand-in-hand with the affective during instructional activities, and thus careful consideration must be given to selecting the learning experiences for the students. If for example the teacher is doing a social studies unit on Africa and has the students memorize the countries and capitals of the countries as a requirement, the teacher may be vulnerable. If the students don't show real interest in Africa or are "turned off" on social studies, the reason may be very clear because the students did little more than receive and acquiesce in responding.

Little has been done in categorizing the pscho-motor domain, so few guides exist. However, this too is an important domain and one that should receive careful attention by the future teachers involved. In some areas, perhaps, the future teacher in cooperation with the classroom teacher and university supervisor can define a hierarchy of skills in this area.

Learning Unit and Procedures (IV)

Once the goals for a learning unit have been carefully considered and clearly stated, the future teacher has an exact direction for the development of the learning unit, be it a small or an extended one. If the final behavioral goals and, in turn, the conceptual and instrumental goals are very explicit the nature of the content and materials is right before the teacher. If the teacher wishes to teach the above-mentioned structural concept on the periodic table in chemistry the content and materials are explicated. If the teacher wishes to have as a terminal performance the correct pronunciation of 20 words in German, the content and materials are present. In all cases then, the content and materials are dictated by the goals previously stated and not vice versa where content and materials dictate the direction of the lesson.

The strategies and tasks are too dictated by the goal statements. If one wishes to achieve evaluative thinking after basic conceptual intake, then he must provide for the concept formation by affording the student an opportunity for basic interaction with the event or object, and then pose tasks that will elicit evaluative responses. If he wishes as a terminal performance the ability to add numbers in two columns, then his strategy and tasks are quite apparent. Again, in all cases the nature of the tasks and strategies is dictated by the basic goal statements.

In cases where more than one goal has been stated and in larger learning units, it will become necessary to organize and sequence the tasks to be presented to the students. Generally and if necessary, the basic concept formation comes first before the students begin to think about and do things with the new concepts. Also, if several concepts are involved in a learning unit which lead to a principle, then organization must occur in the treatment of the concepts. Some logical order to the concepts will aid the students in their learning efforts. Future teachers should think about and plan very carefully the organization and sequence of tasks for the students so as to eliminate haphazzard treatments and to bring maximum potential to the learning experience.

An important consideration for developing a learning unit and one that ties in with entering behavior is to assess the amount and kind of direct sensory intake that has occurred prior to the new learning. For example, it would be difficult for students to use a thermometer and the concept heat in some higher order work if they have not had direct contact with the instrument and what it does with objects that are hot or cold. He must see the liquid in the tube either rise or fall and feel the heat or lack of heat. No amount of verbage will accomplish this direct sensory input. It would also be difficult to work with the concept mountain if students have not seen real or simulated mountains first. However, if the students have this basic input, then it is not necessary to feed in through the senses this basic conceptual information. A careful assessment is, therefore, required to ascertain what the students have actually perceived in their experiences with their environment.

A final consideration in designing a learning unit based on specified goals is that of time. Since all students in a classroom possess individual differences and since the teacher's job is to teach all students, it will be necessary to allow for these differences in terms of the time involved. Obviously, some students take longer with certain tasks than others and the future teacher must be aware of this fact when designing learning units. If an expressed goal is important for all to achieve, then each individual student must have the time to do so.

Presenting Learning Units (V)

Under the guidance of the teacher the learning unit and the tasks, however simple or complex they may be, are presented to the students. This is done, of course, in a classroom or similar learning situation and again is governed by the nature of the goals and, in turn, the materials and methods to achieve these goals. Whatever has been specified as a terminal performance for the student provides the direction for the teacher and thus the teacher begins the interaction with students regarding the content to be learned.

Within this total learning situation there is communication and influencing going on. In communicating the teacher influences the student toward some goal. It is suggested that the student's perception of his teacher's behavior is an important factor to his receiving the influence that will bring about a change in his behavior. Therefore, influence in the classroom is very important when viewing teaching, and the teacher's influence on the student and the student's influence on the teacher both must be considered.

When viewing the influence factor of changing a student's behavior, it is important to look at the verbal and non-verbal behavior of the teacher. The verbal and non-verbal moves of the teacher and students are the significant aspects of communication that take place in a classroom. Communication in this case is more than just talking and listening; it encompasses personal factors and has a direct bearing on interpersonal influence, classroom climate, and behavioral change. Because of the influence and inter-acting nature of teaching, and because of the importance of the communication behavior of the teacher as he works with his student, the consideration here will be on verbal and non-verbal behavior and its meaning for classroom climate and the setting in which the teaching and learning will take place.

In a review of existing evidence Gage indicates that a highly desirable characteristic of teachers is that of what he calls teacher "warmth." These desirable characteristics indicate that teachers "tend to behave approvingly, acceptantly, and supportively; they tend to speak well of their own pupils, pupils in general, and people in general. They tend to like and trust rather than fear other people of all kinds."[19] This teacher warmth is a major part of the climate that is established in the classroom for learning, and results in significant achievement on the part of the learner. Therefore, the climate established in the classroom by the teacher, in terms of the verbal and non-verbal behavior, is a significant aspect of teaching and must become part of the future teacher's behavior.

There are significant systems in both the non-verbal and verbal domains which lend themselves well to analyses and, in turn, through practice, to improved, analytic teaching behavior. It is important for future teachers to gain awareness of and more precision in their behavior in these communication areas so as to foster a better climate in the classroom in which learning may take place.

Perhaps one of the most used systems to analyze the verbal interaction in a classroom is Interaction Analysis developed originally by Flanders. It is defined ". . . as the systematic quantifications of behavioral acts or qualities of behavior acts as they occur in some sort of spontaneous interaction,"[20] and is based on the assumption that the verbal behavior of an individual can reveal an adequate sample of his total behavior. With this system the verbal interaction between teacher and students can be accurately recorded and analyzed and thus brought to the level of awareness for the teacher. Patterns of communication can be discovered and analyzed; then as a result, practice for more effective interaction can occur until the desired precision is established.

The ten categories and a description of each is described on the following page.

The first step in utilizing this system is to memorize the categories, their numbers, and their meanings. Once the future teacher is familiar with this system he may begin to use it by recording the appropriate number as a verbal utterance is made in a classroom. He may simply place marks in the appropriate category every three seconds to determine the amount of time that is spent with each verbal move. Or, he may record the number of the category each three seconds in a line and thus determine the nature of each verbal utterance and a series of interacting moves. The latter method

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[19] N.L. Gage, "Can Science Contribute to the Art of Teaching?" *Phi Delta Kappan,* Vol. XLIX, No. 7, March, 1968, p. 402.

[20] John R. Verduin, Jr., *Conceptual Models in Teacher Education,* Washington, D.C., American Association of Colleges for Teacher Education, 1967, p. 32.

SUMMARY OF CATEGORIES FOR INTERACTION ANALYSIS[21]

Teacher Talk	Indirect Influence	1. ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
		2. PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "uhhuh?" or "go on" are included.
		3. ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.
		4. ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	Direct Influence	5. LECTURES: giving facts or opinions about content or procedure; expressing his own idea; asking rhetorical questions.
		6. GIVES DIRECTIONS: directions, commands, or orders with which a student is expected to comply.
		7. CRITICIZES OR JUSTIFIES AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.
Student Talk		8. STUDENT TALK-RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
		9. STUDENT TALK-INITIATION: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
		10. SILENCE OR CONFUSION: Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

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[21] Ned A., Flanders, "Interaction Analysis: A Technique for Quantifying Teacher Influence," Paper presented at the American Educational Research Association Conference, February, 1961.

results in better and more informative data and can be placed on a matrix for complete analysis. Again, following the analysis of the matrix, the future teacher can begin to practice certain verbal moves, reassess, and develop more critical teaching behavior.[22]

The ten categories originally developed by Flanders can be expanded, contracted or modified in a number of ways to give greater flexibility and power for this verbal analysis process. All that is required is a specific statement of what the objective is and the creativity to modify or add categories to help ascertain the degree of goal attainment. In other words, if a teacher wanted to look at and quantify the kinds of questions he asked in a classroom, he would simply sub-divide Category Four into more specific sub categories. This would give him valuable information as to the nature of his question asking.

Non-Verbal Communication

Besides the obvious nature of verbal utterances used in classroom communication, it should be noted that a number of messages are conveyed in a non-verbal manner which, in turn, affect the climate and learning environment in a classroom. A smile, a frown, a stern look, a movement toward a student to help him with his work or even ignoring a raised hand, all non-verbal moves, communicate effectively in a classroom setting.

Galloway has developed a model on non-verbal communication which looks at this aspect of teaching and classroom climate as a continuum between an encouraging effect to that of inhibiting.

> "Viewing a teacher's nonverbal communication as an encouraging to inhibiting continuum has the advantage of being related to the communication process and of being indicative of subsequent interpersonal relationships between a teacher and pupils. The model is also useful in regarding the potential influence and consequence of a teacher's nonverbal behavior with pupils. The conceptualization of encouraging to inhibiting reflects a process point of view: an action system of nonverbal behaviors that exist in dynamic relationship to the continuing influence of the teacher and pupil in interaction with each other.
>
> The model represents six dimensions of nonverbal activity. Nonverbal communication that is encouraging has these six characteristics: (1) congruity between verbal intent and nonverbal referents, (2) re-

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[22] For a more complete discussion on analysis of the matrix, see Edmund J. Amidon, and Ned A. Flanders, *The Role of the Teacher in the Classroom: A Manual for Understanding and Improving Teachers' Classroom Behavior*, Minneapolis: Paul S. Amidon and Associates, 1963.

sponsive to feedback (3) positive affectivity, (4) attentive and listens to others, (5) facilitative by being receptive to others, (6) supportive of pupils or pupil behavior. Nonverbal communication that is inhibiting has these six characteristics: (1) discrepancy between verbal intent and nonverbal referents, (2) unresponsive to feedback, (3) negative affectivity, (4) inattentive to others, (5) unreceptive to others, (6) disapproving of pupil behavior.

The model can be schematized as follows—the left side of the model is communication that is teacher initiated and the right side is viewed as teacher response.

Teacher Initiated	**Teacher Response**
Congruity-Incongruity	Attentive-Inattentive
Responsive-Unresponsive	Facilitating-Unreceptive
Positive-Negative Affectivity	Supportive-Disapproval

Congruous-Incongruous—This dimension refers to the congruity or incongruity that exists between the voice, gesture, and actions of the teacher and the verbal content communicated by the teacher. Congruity occurs when the teacher's verbal message is supported and reinforced by nonverbal behaviors to the extent that there is consonance between the verbal intent and nonverbal referents. A mixed message or incongruity exists when there is a discrepancy or contradiction between the verbal message and nonverbal information.

Responsiveness-Unresponsiveness—A responsive act relates to modifications in the teacher's behavior as a result of feedback. Verbal feedback occurs when the teacher hears himself talking, but nonverbal feedback is based on the reactions and responses of pupils to the teacher. A responsive act occurs when the teacher alters the pace or direction of a lesson as a result of a detection of misunderstandings or feelings by pupils. Operating on the basis of pupil behavior the teacher uses feedback data to "feedforward" with changed information. Unresponsive acts are an ignoring or insensitivity to the behavioral responses of pupils.

Positive-Negative Affectivity—Positive nonverbal expressions convey warm feelings; high regard; cheerful enthusiasm; displays of liking and acceptance. Negative nonverbal expressions convey aloofness, coldness, low regard, indifference, or display of rejection.

Attentive-Inattentive—Nonverbal expressions that imply a willingness to listen with patience and interest to pupil talk. By paying attention, the teacher exhibits an interest in pupils. By being inattentive or disinterested, the teacher inhibits the flow of communication from pupils, and neither sustains nor encourages sharing information or expressing ideas.

Facilitating-Unreceptive—The teacher is facilitating when acting to perform a function which helps a pupil, usually in response to a detection of pupil needs, urgencies, or problems. This may be in response to a pupil request or a nurturant act. An unreceptive act openly ignores a pupil when a response would ordinarily be ex-

> pected; may ignore a question or request; or may be tangential in response.
>
> *Supportive-Disapproving*—Expressions that imply supportive pupil behavior or pupil interactions; manifest approval; being strongly pleased; exhibits encouragement; connotes enjoyment or praise. Disapproving expressions convey dissatisfaction, discouragement, disparagement, or punishment. The expression may be one of frowning, scowling, or threatening glances."[23]

Galloway suggests that observers have to undergo a training session and develop a sensitivity to the observance of nonverbal cues such as facial expressions, gestures, body movements and vocal intonations and inflections. Also, he suggests that observer agreement as to the meaning of nonverbal messages has to be achieved. To use this system one can actually place tallies in the six dimension or actually twelve-category system to determine the various nonverbal moves in a classroom, or he can write a narrative description of the teacher-pupil interaction. The possibility of combining both methods exists whereby tallying and describing can occur together. With more awareness of his verbal and nonverbal moves, the future teacher can add precision to his behavior as he interacts and can create a climate conducive to effective learning. This is very important in a teaching-learning situation.

Student Performance (VI), Feedback, and Assessment (VII)

As the students perform the various tasks in the learning unit, the teacher must through a number of ways gather feedback to assess the level of achievement taking place. Again, the goals of the learning experience should be so stated that the teacher can begin to look for the overt behavior or products of behavior that have resulted from the experience. From perhaps a simple observation to an extended review of some written work or other product by students, the teacher can gather the necessary information to assess the level of performance of his students. Some goals may be assessed immediately, others depending on their nature may take longer. In any case, the teacher must be aware of the performance level so as to modify some goals, experiences, or presentations if difficulty arises or to have the student move on to new learning experiences. If changes are necessary and of an immediate nature,

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23. Charles Galloway, *Non Verbal Communication in the Classroom*, Washington, D.C., a paper prepared for an American Association of Colleges for Teacher Education Workshop, 1967.

the teacher can foster these changes quickly or add new input and the student can proceed to achieve.

This is an important and often neglected process in teaching. Teachers have little else to go on except for the performance of their students in a learning situation. With no or inadequate information about achievement the teacher cannot make appropriate judgments about the student's performance and thus really doesn't know about the effectiveness of the instruction. This final dimension of the model, therefore, lends more precision to the instructional act and provides some accountability as to teacher performance and student growth.

With this general model in mind the future teacher can begin to move into public school classrooms and begin some analysis and participation to become aware of teacher behavior and to develop more analytic teacher behavior. Chapter V is devoted to some ways of enhancing more analytic behavior on the part of the future teacher.

CHAPTER V

Techniques to Enhance Teaching Behavior

Any viable technique that will give the future teacher information and data on his or another colleague's performance should be employed in enhancing analytic teaching behavior. There are a variety of means by which this information can be acquired for the future teacher to analyze and evaluate in terms of expressed goals for the endeavor. Some of these will be briefly explicated below. However, the first consideration is the purpose of the information gathering session. Without a purpose, there is no direction and the information will be of little help in terms of decision-making and improved, analytic behavior.

Purposes

Before a future teacher moves into a classroom or sits in front of some simulated filming sessions, some clear purposes for the experience should be established. It is obvious that a future teacher should move into a public school classroom and the community for observation and interaction, but more precise purposes should be established so as to afford the pre-service professional with the most meaning possible. Observing and interacting are not too fruitful without a purpose for those processes.

Perhaps the purposes for direct personal interaction in the field should be stated in terms of behavior that the future teacher should display at the end of the experience. This is consistent with the thesis of this book and provides for careful measurement of the experience at the end. For example the future teacher should be able to name all of the students in a given classroom at the end of the second day of observation. Or, the future teacher should be able to describe the verbal interaction taking place in a given classroom by using Flander's Interaction Analysis schedule. Or, the future teacher should be able to define a learning unit for a selected number of students, carry out the instruction, and assess the outcomes of the instruction. Or, the future teacher should be able to describe the socio-cultural factors in a given community and school. It should be noted that the purposes or goals can be very simple or quite complex and will require different experiences to accomplish them. It further is noted that a series of goals can be expressed for extended periods of time in a classroom or community.

Again, once the goals for the experience have been defined, the future teacher then moves into the classroom and community to gain new ideas and perceptions about the teaching-learning process.

Community and Home Visitations

When viewing the community in which students live, it is best to view all neighborhoods and sections to get an over-all viewpoint on the nature and ethos affecting the students. Having a knowledgeable member of the community lead the observations and discussion will permit a sharper focus on salient features. If possible, observations and interaction in selected homes will provide new perceptions and will have a definite effect when looking at the entering behavior of students as they come to a learning situation.

Video Taping

In the classroom perhaps one of the most effective techniques to view teaching is through video taping of selected protocols. Using television equipment permits both the verbal and nonverbal moves to be captured for careful analysis and evaluation. The video taping can be accomplished in micro-situations where a small number of students can be taught a simple concept, or in regular classroom situations where all students are involved in total learning experiences.

Audio Taping

The regular audio tape recorder is an excellent device for capturing the various verbal moves that take place in a learning situation. The tape can then be analyzed for the moves that have been made and improvements can follow.

Small and Large Analysis

Recording and analyzing group and classroom interaction can take place without special hardware, but it will require another individual to gather the information for the pre-service teacher. The individual can be the cooperating teacher or another future teacher. If the cooperating teacher permits, perhaps his future teacher may record with various systems the kind of interaction that the cooperating teacher displays. Then the cooperating teacher may, in turn, record information on the behavior that the future teacher displays. Careful analyses of the data could be done regarding both sessions and suggestions for improvements can be specified. Further, trials and analyses will help to improve the behaviors of both individuals. Bringing the experienced professional together with the future professional in test and development situations like these could have a great effect on the latter member of the team. The openness and willingness to test, analyze and change are behaviors that are important for the future teacher, and the experienced professional can make a most significant contribution in this area.

These kinds of sessions can be accomplished in either small or large group activities which again depend on the goals. Perhaps in starting the analysis work, it might better be accomplished in smaller groups with less students present. As the future teacher gains more awareness and control of his behavior he can then move to larger groups with more complex strategies which require longer periods of instruction. The important consideration is that the future teacher can view his and others' behavior as they work with students so that he can make the judgments as to its effectiveness. Once the judgment has been made, then avenues of improvement must be defined so as to bring about the desired behavior.

Besides this important aspect of analyzing behavior in an instructional situation, there are other essential experiences to be gained in a school. Guides to these experiences such as attending professional meetings, talking with administrators, touring a school building, etc. are treated in other chapters and will help the future teacher gain awareness of the total educational situation. Gaining this experience at the pre-service level should help make the individual a better professional too.

Evaluation of the pre-student teaching laboratory experiences is important especially when looking at the developing behavior of a future professional person. Chapter VI will address its attention to this matter.

CHAPTER VI

Evaluation of Experiences

The evaluation of any experience is a multi-faceted process involving evidence that can be both objective and subjective in nature and one that should involve all people concerned. Evaluation depends largely on the expressed goals for the experience and should serve as the data-collection device to determine if the goals were accomplished. In the case of pre-student teaching laboratory experiences this is very important because the development of the total behavior of the future teacher is geared to various goals expressed for each and every experience. Whatever goals are stated for an experience should, therefore, be checked to determine the degree of success in accomplishing them.

Since pre-student teaching laboratory experiences are concerned with future teacher behavior and performance, the goals, to be consistent, should be expressed in terms of behavior to be displayed as a result of the experience. Careful specification of the goals in terms of behavior is then the prerequisite to the learning laboratory experience and serves as a guideline in the evaluation process. The correlation of goals for laboratory experiences with those of on-campus classroom activities too adds strength to the development of the behavior of the future teacher. Clear specification of goals for the experiences then makes the evaluation process considerably easier and a more powerful dimension of the entire effort.

Since pre-student teaching laboratory experiences come early in a teacher education program, it is important to consider the affective as well as the cognitive domain in measuring the growth of the future teacher. It is necessary for future teachers to move beyond just receiving and responding to a point of value development and the ordering of values regarding students, community and the educative process. Developing appropriate attitudes and interests is as important as knowing how to plan a learning unit. If some prospective future teachers don't measure up to certain standards in the affective domain, then they may be counseled out of a teacher education program at an earlier date than the student teaching experience.

With the exception of planning and other types of paper work, much of teacher behavior is overt and observable and thus can be measured by open observation. Although paper and pencil techniques may be employed for some data collection, the supervisors may be able to make sound judgments by observing the future teacher in action as he works with the students. Other goals then can be evaluated by viewing the products of the future teacher such as test construction, bulletin board displays or lesson plans.

The future teachers, of course, have to know just what goals are being set for a given experience. They may be involved on numerous occasions in the stating of them. This clear explication of goals and the reasons for them give the pre-service individual the direction and meaning for the experience. In this case they can then be involved in the assessment process along with others. This will add power to their behavior because it helps them not only view their behavior at a given time, but it helps to provide some direction for new and improved behavior. Just as future teachers should know of the goals for a given experience, they should also know of the evaluations that were made by others. Keeping evaluations a "secrete" does not provide any help for the developing young future professional. All assessments, whether positive or negative, must be brought to the awareness of the future teacher.

Besides the somewhat objective measurement of clearly stated behavioral goals, other items of a subjective nature should be considered during pre-student teaching laboratory experiences. An example of these items, their meaning, and a schedule to measure them follows. Again, the pre-service teacher should be aware of these and help in the evaluation of them. If the items don't seem to hold "value" for those concerned, then they should be eliminated.

EVALUATION OF PRE-SERVICE TEACHER

Teacher Trainee's Name ____________________
Cooperating Teacher's Name ____________________
Grade Level or Subject Area ____________________
Attendance Center ____________________ Date __________

Circle your choice; please make judgment on all items.

	EVALUATION								
I. Appearance	**High**						**Low**		
Clothing	9	8	7	6	5	4	3	2	1
Hair	9	8	7	6	5	4	3	2	1
Posture	9	8	7	6	5	4	3	2	1
Mobility	9	8	7	6	5	4	3	2	1
Gestures	9	8	7	6	5	4	3	2	1
II. Communication									
A. Voice	9	8	7	6	5	4	3	2	1
Tone	9	8	7	6	5	4	3	2	1
Volume	9	8	7	6	5	4	3	2	1
Inflection	9	8	7	6	5	4	3	2	1
Expression	9	8	7	6	5	4	3	2	1
B. Speech	9	8	7	6	5	4	3	2	1
Enunciation	9	8	7	6	5	4	3	2	1
Dialect	9	8	7	6	5	4	3	2	1
Grammar	9	8	7	6	5	4	3	2	1
Speed	9	8	7	6	5	4	3	2	1
III. Personality Characteristics									
Cooperation	9	8	7	6	5	4	3	2	1
Dependability	9	8	7	6	5	4	3	2	1
Enthusiasm	9	8	7	6	5	4	3	2	1
Initiative	9	8	7	6	5	4	3	2	1
Poise	9	8	7	6	5	4	3	2	1
Confidence	9	8	7	6	5	4	3	2	1
Sense of Humor	9	8	7	6	5	4	3	2	1
Pupil Rapport	9	8	7	6	5	4	3	2	1
Attitude toward Teaching Profession	9	8	7	6	5	4	3	2	1
Promise of Professional Growth	9	8	7	6	5	4	3	2	1

IV. Personal Evaluation: (Please Comment)

____________________ ____________________ ____________________
Cooperating Teacher University Supervisor Future Teacher

KEY TO ACCOMPANY LABORATORY EXPERIENCE RATING SCALE

I. Appearance

Clothing means the teacher trainee is to be suitably dressed and follow the dress code established at the host school.

Hair of the teacher trainee is to be well groomed. The hairstyle to be approved by the building principal.

Posture means the teacher trainee should maintain a pleasant, poised appearance.

Mobility means the teacher trainee should learn to move about the room freely, to afford the greatest amount of teaching technique with the least amount of disturbance.

Gestures involve the use of hands, arms or body to increase the communication between teacher and pupils.

II. Communication

A. *Voice* in the classroom should be well modulated, expressive and clear.

Tone of the voice in the classroom should be pleasant and easy to follow.

Volume of the voice in the classroom should be such that all students can hear the teacher but not be overwhelming.

Inflection in the voice should be present when points of special interest are being covered.

Expression by the teacher trainee should be able to express himself freely with students' understanding.

B. *Speech* of the teacher trainee should be pleasant and communicative.

Enunciation of all words should be clear and expressive.

Dialect should emphasize proper phaseology of words.

Grammar in speech should reflect the competence and ability of the professional teacher.

Speed in speech should be maintained to allow thorough understanding by students.

III. Personality Characteristics:

Cooperation involves working jointly, constructively, and loyally with the administration, teachers, students, parents and university supervisor.

Dependability requires prompt and faithful fulfilling of all professional responsibilities and duties.

Enthusiasm causes the teacher trainee to live, act, and breathe his subject and his zeal for teaching so that pupils are inspired to work diligently.

Initiative is the ability to originate, develop, and carry through effective teaching procedures with resourcefulness, self-direction, and creativity.

Poise is the certainty of action displayed in meeting all situations with self-assurance.

Confidence is the ability to sincerely believe in yourself and demonstrate self-assurance in all teaching situations.

Sense of Humor is the ability to smile or laugh when an amusing incident takes place, but never at the expense of an embarrassed student.

Pupil Rapport is the relationship between teacher and students which determines students' attitude and respect of the teacher.

Attitude toward teaching profession involves the teacher trainee's attitude toward children and classroom responsibilities and assignments.

Promise of Professional Growth is the prediction of continued and consistent improvement in the development of desirable teacher attitudes and abilities.

Since the concern of pre-student teaching laboratory experiences is the development of an analytical, decision-making professional teacher, he should be encouraged to assess critically the nature of the experience itself. What meaning and what growth occurred in the eyes of the pre-service person? Could experiences be changed? Could new ones be added? These perceptions could be collected in some open-ended response for the consideration of the cooperating teacher, the principal, and the university people involved. This continued assessment by the future teachers, who are actually the products of the experience, can help make the entire effort more vital, meaningful and appropriate.

Part III, to follow, discusses some programs for pre-student teaching experiences which have found a measure of success and which may be utilized for a teacher education program.

CHAPTER VII

September Experience
Early Fall Field Experience

What is it?

The pre-student teaching laboratory experience called September Experience is designed to give the students an opportunity to observe and participate in a public school during the first two or three weeks of the new school year before the University begins its classes. The name is derived from the fact that it usually occurs in early September, although this experience may begin in August. It is most beneficial when the future teacher is given the opportunity to attend early in-service and other meetings, especially those designed for the beginning teachers.

Basically, the student in a teacher education program requests the opportunity to be placed in a school in or near his home community. During the two or three weeks in September that he is there, he serves as an assistant to the teacher. For many of the students this will and perhaps should be their first opportunity to see teaching from the teacher's position.

The participating students' reactions to this program indicate that this September Experience has made a significant contribution to their teacher training program. The consensus of opinion is that the September Experience was most beneficial because of the following reasons:

1. It gives the future teachers an opportunity to work with students. For many future teachers it is the first time they have returned to a public school classroom since they attended elementary or high school themselves.
2. It gives the prospective teachers an idea as to whether or not they really wish to teach and to continue their current teacher education program.
3. It helps vitalize and give more meaning to their future courses in professional education and relieves the fears many have of entering other laboratory experiences.

4. It gives them a good idea of the problems of starting school in the fall. This is especially true for those students who plan to complete their student teaching in the Winter, Spring or Summer quarters.
5. It gives the University students an insight into the Administrator-staff relationship and the fall in-service program of a given school. This is most beneficial if the students have the opportunity to attend the in-service meetings designed for the beginning teachers.

All students who are admitted to the Teacher Education program should be encouraged to participate in a September Experiences program. A course should be designed so that future teachers will receive academic credit from the Elementary or Secondary Education Department of the University or college for successfully completing the Early Fall Experience. Formal application forms for this Experience should further enhance the significance of this aspect of teacher training.

The following instructions and suggested activities are designed for those students who wish to complete their September Experience in a university or college preparing teachers.

Student Opportunities for September Experience

All students admitted to the teacher education program are encouraged to participate in a September pre-student teaching laboratory experience. Briefly, this Experience means that you will act as a teacher aide in an elementary or secondary school nearest your home or in the school you will do your student teaching. It is suggested that the students serve as a teacher aide from the time the public schools begin in late August or early September until school starts at a college or university in the fall. This is the only opportunity that students will have for direct contact with the problems of opening school. It may also supply future teachers with an opportunity to work in a school system other than the one in which he will be doing his student teaching. However, some schools prefer that the future teacher begins his student teaching when their school begins and he will be given credit for completing his September Experience at that school at that time.

Students who have participated in September Experience feel it is a significant opportunity and it helps them decide whether teaching is really for them. It also gives a great deal of meaning to all future professional education courses. It is recommended that it be taken as early as possible in the program or between the Sophomore and

Junior year. If this is impossible, it should be taken between the Junior and Senior year.

It might be well for the future teacher to prepare a brief autobiography in duplicate which indicates the experience he has had with children; courses in education, listed by title; experiences in observations; and any extra-curricular activities related to teaching or supervision of children. One copy can be sent to the teacher supervising the experience. Every effort should be made to place the future teacher in the school of his choice. Final placement assignments should be made during the summer quarter to allow for proper planning by the school and future teacher.

After you arrive, what will you do?

Below is a list of suggested activities. The future teacher will not be expected to participate in all of them because this list has been compiled from many schools and many students. He will undoubtedly want to use it in planning, with the principal and the teacher, the things best suited for him and the situation.

Getting acquainted with the school and the community:

____ building

____ equipment

____ school routines

____ teaching materials

____ the community, its resources, its character in relation to the school

____ teaching staff

____ noncertified employees

____ range of teacher responsibilities

____ teacher's meetings

Clerical Assistance:

____ in the office

____ in the library

____ registration and fees

____ distribution of books and materials

____ seating charts

____ catalog materials for the teacher

____ compiling data for records

Teaching Activities:

____ check lighting and ventilation
____ collect teaching materials and aids
____ put information on chalk board
____ arrange bulletin boards
____ housekeeping duties
____ lunchroom supervision
____ assist with testing and scoring
____ demonstrate specific subject matter
____ occasional classroom responsibility after careful planning with regular teacher
____ recreational or playground supervision
____ bus duty
____ assist with clubs, drama groups, music groups, etc.
____ work with individual students
____ help reading groups
____ help plan classroom work
____ visit with study groups

Professional Activities:

____ attend teacher's meetings (when appropriate)
____ discuss specific professional problems with teacher, principal, and superintendent
____ attend parent meetings and community activities

Procedures in Placement

The procedure that is used in placing students in a September Experience is to first have the students complete an application for this pre-student teaching laboratory experience and then arrange an interview with the university administrator at their earliest convenience. The students are instructed to bring along two copies of their autobiography at this interview. One copy is placed in their Teacher Education folder and the other is sent to the particpating administrator of the school in which they request to be placed.

The university administrator in charge of laboratory experiences then contacts the administrator of the school the student has requested. A sample of the cover letter and approval of assignment is as follows:

TO: Participating Administrator
FROM: Dr. Charles R. Heinz

Some departments of the College of Education started a plan several years ago for their majors to give them an opportunity to be in a public school during the first two weeks in September when school is in session. It was most successful. We call the plan "September Experience." Basically, our student who is aspiring to a career in teaching requests the opportunity to work in a school in his home community. During the time he is there, he really serves as an assistant to the teacher. For many of our students this will be their first opportunity to see teaching from the teacher's position. Enclosed you will find additional information for co-operating teachers regarding the over-all plan and suggested activities during the September Experience.

The experience will give the prospective teacher an idea as to whether or not he really wishes to teach. It will give him an opportunity to work with public school students. It should help vitalize his future courses in education, and it will help to relieve the fears many have of entering student teaching. In addition, for those who will do their student teaching in the winter or spring quarters, it gives them a real idea of the problems of starting school in the fall.

The students have felt that this experience made a significant contribution to their teacher training program. The teachers who participated in the program found it very satisfying and gratifying to be of help to a young person at this stage of their career. You can be sure that by accepting such a student you and your staff are making a vital contribution to teacher training in this state. I am enclosing a list of possible experiences which such a student might be given. We hope that they can be given a variety of experiences and at the same time be of real help to the teacher in the opening days of school.

I am enclosing the name of the student(s) and the subject area and grade level in which they wish to participate. An autobiography prepared by the student is also enclosed. If you feel that you can accept (him, them) will you please fill in the enclosed acceptance form and return it to me. The carbon is for your information. Upon your acceptance of the student we will notify him and we will also send a description of the program to the teacher involved. We sincerely appreciate your cooperation in this phase of our program. If you have any questions, please let us hear from you.

TO: Dr. Charles R. Heinz
Coordinator of Laboratory Experiences
College of Education, Southern Illinois University

FROM: (Participating Administrator's Name)

1. ______________________ may serve in our school:
(Student's Name)

[ ] for his September Experience

[ ] not feasible at this time

2. Student's preferred grade level or subject area __________

3. Student's summer address ____________________

____________________ Phone No. __________

4. Student may attend professional meetings prior to school opening.

[ ] No

[ ] Yes

Date of professional meeting __________ Hour __________

Student should arrive on __________ Hour __________

School children will arrive on ____________________

5. College student is tentatively assigned to:

School ______________ Subject __________

Teacher ______________________________

6. Comments or further instructions for college student:

7. Signed ______________ Supt. ___ Prin. ______________

School district ______________________________

City ______________ State ______________

Student Assignment

When the approval or rejection has been received in the office of the pre-student teaching laboratory experiences, the student is then notified of the reaction of the participating administrator. Approximately 95 percent of all the requests are approved.

If the request for a September Experience is not approved, the student is contacted and encouraged to submit another request for September Experience at another school.

When the request has been approved, the assignment is forwarded to the student. The following form is used for that purpose:

Assignment for September Experience

You have been acepted in __________ in ______________
(school) (town)

You have been assigned to ______________________
(name of teacher)

in ______________________________
(grade level or subject area).

You will report: Date ______________ Time ________

to ______________________ at __________
(Administrator) (name of school)

Comments or further instructions:

Your Responsibilities: (check them off as completed)

______ a. Keep your commitment. Assignment changes *cannot be made* after the school has accepted you. Public school personnel go to considerable effort to make the September Experience a valuable one and are depending upon your being there. However, there are times when extenuating circumstances arise beyond your control. In case you find yourself unable to be present, certain procedures must be followed.

Please follow these procedures:

FIRST, notify the administrator that you are unable to be there and state specifically the reason why you cannot attend.

SECOND, notify the Coordinator of Laboratory Experiences, of your change of plans. A carbon copy of the letter you sent to the school will be sufficient.

______ b. Do not hesitate to plan with the teacher the kinds of experiences you wish to have.

______ c. After you have spent your time in the public schools and before returning to Southern, *send a note of thanks and appreciation* to those with whom you have worked. Be sure that you do not neglect this common courtesy.

______ d. Two reports describing your September Experiences should be turned in to the Coordinator of Pre-Student Teaching Laboratory Experiences during the first week you are back at your college. The forms for these reports are found in Appendix A of this book. This will help determine your grade for this Laboratory Experience.

Cooperating Teacher Correspondence

The following sample materials are forwarded to the cooperating teacher that has been selected by the administrator to work with the student.

TO: Cooperating Teachers

FROM: Dr. Charles R. Heinz, Coordinator
Pre-Student Teaching Laboratory Experiences

SUBJECT: Introduction and Evaluation of September Experience Program.

Your school administrator has indicated that you have been selected to work with one of our students in the September Experience Program.

Enclosed you will find an introduction to the program and evaluation forms for your teacher trainee during the current September Experience. Please complete both copies and forward them in the enclosed envelope at your earliest convenience.

Since these forms will also be used as an evaluation tool for recommending that the students continue in the teacher education program, it is very important that you make a written evaluation in the space indicated at the bottom of the form. Please use the back of the form if further space is needed.

We sincerely appreciate your cooperation in this attempt to orient the students to the teaching profession before they begin their further professional coursework. We will welcome any feedback you might offer as to your reaction to this Laboratory Experience.

If I can be of any assistance to you in the future, please let me hear from you.

THE OVER-ALL PLAN

What is it?

The September Experience is an exploratory laboratory situation designed to help the students become better oriented to the teaching profession. It gives them direct contact with the problems of the opening of school and provides them an opportunity to work in school systems that may or may not be the one in which they will be observing or doing their student teaching. It also furnishes them the opportunity to see the problems of a elementary or senior high school from the standpoint of the teacher.

What are its purposes?

There are three main reasons why this opportunity to work in schools is being made available to students enrolled in the teacher education program.

The first reason is the result of recommendations made by first-year teachers, particularly those who did not have the opportunity to do their student teaching during the fall. In general, this is what many of them have said:

> "I had no idea the opening days of school were so important. What can the colleges do towards preparing prospective teachers for this important phase of teaching?"

The second reason for the September Experience came from students interested in a teaching career who asked:

> "How may I be assured that teaching is for me before it is too late to change my college plans?"

The third reason for the Experience is to give meaning and vitality to the college work which the student is doing. Obviously, the students who volunteer for this experience are really concerned about utilizing every opportunity to further their professional training.

When and Where Is It Done?

It is done at the time the public schools open in the fall, and in a cooperating school of their own choice. Many districts have an orientation period or workshop for the teachers a few days before their students arrive. Quite frequently the Experience participants are invited to attend these sessions. The length of time the student spends in the school is usually two or three weeks.

What Kinds of Experiences Can the Student Be Given?

The student understands that he or she is to be your assistant during the period that he is with you. Giving the student an opportunity to have a variety of experiences during this time is most valuable. You can get some idea of the student's background from the autobiography forwarded earlier. Some of the students may have had methods courses and will be a real help. Some students will have real abilities or talents which can be of help. The only time students have felt that their experiences as Teacher Assistants lacked value was when they were assigned exclusively to clerical tasks. We certainly hope that the help the student can give you will partially compensate for the services you give him or her. Of course, we realize that your greatest compensation is in the knowledge that you are helping in the training of a professional person.

I am also enclosing a copy of a brief evaluation of the student to be filled out after he has completed the experience. We would appreciate your giving any reaction to the student that you care to. This evaluation will be of great help in determining a final grade for the pre-service teacher's September Experience.

Specific Evaluation of Teacher Trainee

The final evaluation is a joint effort of the cooperating teacher and the Coordinator of Laboratory Experiences. Two credit hours are given for satisfactory completion of the Early Fall Field Experience.

Teacher Trainee's Name ______________________________

Cooperating Teacher's Name ______________________________

Grade Level or Subject Area ______________________________

Attendance Center ____________________ Date ____________

Circle your choice; please make judgment on all items.

	EVALUATION High Low
1. Appearance	
Clothing	9 8 7 6 5 4 3 2 1
Hair	9 8 7 6 5 4 3 2 1
Posture	9 8 7 6 5 4 3 2 1
Mobility	9 8 7 6 5 4 3 2 1
Social Expression	9 8 7 6 5 4 3 2 1
Gestures	9 8 7 6 5 4 3 2 1
2. Communication	
A. Voice	9 8 7 6 5 4 3 2 1
Pitch	9 8 7 6 5 4 3 2 1
Tone	9 8 7 6 5 4 3 2 1
Volume	9 8 7 6 5 4 3 2 1
Inflection	9 8 7 6 5 4 3 2 1
Expression	9 8 7 6 5 4 3 2 1
B. Speech	9 8 7 6 5 4 3 2 1
Enunciation	9 8 7 6 5 4 3 2 1
Dialect	9 8 7 6 5 4 3 2 1
Grammar	9 8 7 6 5 4 3 2 1
Speed	9 8 7 6 5 4 3 2 1
Colloquial Habits	9 8 7 6 5 4 3 2 1
3. Personality Characteristics	
Attitude toward teaching profession	9 8 7 6 5 4 3 2 1
Enthusiasm	9 8 7 6 5 4 3 2 1
Confidence	9 8 7 6 5 4 3 2 1
Pupil Rapport	9 8 7 6 5 4 3 2 1
Sense of Humor	9 8 7 6 5 4 3 2 1
Poise	9 8 7 6 5 4 3 2 1
Cooperation	9 8 7 6 5 4 3 2 1

4. Do you recommend that this student remain in the teacher education program? Yes ________ No ________ .

5. Personal Evaluation: (Please comment)

____________________	____________________	____________________
Cooperating Teacher	University Supervisor	Future Teacher

Students are reminded that the final assignment for the September Experience is completion of the two page self evaluation describing their September Experience.

CHAPTER VIII

Teacher Aide Experience

PART I—The Over-All Plan

What Is It?

The Teacher Aide experience is a pre-student teaching laboratory situation designed to help future teachers become better oriented to the teaching profession. It gives them direct contact with the concerns of teaching in a school and affords them an opportunity for other exposures to a public school system for a two hour block once a week. Although a brief experience it provides them the opportunity to perceive the activities of an elementary, junior high, or senior high school from the standpoint of the teacher.

What Are Its Purposes?

There are three main reasons why this opportunity to work in schools is being made available to students enrolled in elementary education or secondary education at a college or university.

The first reason is the result of recommendations made by first-year teachers, particularly those who did not have the opportunity to participate in public schools during their teacher education program. They felt that an early exposure to various teaching-learning situations would familiarize them with the problems and concerns of teaching.

The second reason for the Teacher Aide Program came from students interested in a teaching career who asked:

> "How may I be assured that teaching is for me before it is too late to change my college plans?"

The third reason for the Teacher Aide Program is to give meaning and vitality to the college work which the student is doing. Obviously, the students who volunteer for this experience are really concerned about utilizing every opportunity to further their professional training.

When and Where Is It Done?

It is done in a public school cooperatively selected by the future teacher and university administrator. The length of time the student spends in the school will be two hours per day, one day per week for a quarter, semester, or more.

What Kinds of Experiences Can the Student Be Given?

The student in teacher education understands that he is to be an assistant during the period that he is in the public schools. Giving the student an opportunity to have a variety of experiences during this time is most valuable. Some of the students may have had methods courses and will be a real help. The only time students have felt that their experiences as Teacher Aides lacked value was when they were assigned exclusively to clerical tasks. The help the student can give the cooperating teacher will partially compensate for the services the teacher can give him or her. Even though, again, the time spent in the field is brief, teachers have found that the future teacher can help in many ways. Of course, the greatest compensation is in the knowledge that the cooperating teacher is helping in the training of a professional person.

PART II

Suggested Activities During the Teacher Aide Experience

After You Arrive, What Will You Do?

Below is a list of suggested activities. Students will not be expected to participate in all of them because this list has been compiled from many schools and many students. The student will undoubtedly want to use it in planning, with the principal and the teacher, the things best suited to them and the situation.

Getting acquainted with the school and the community:

____ building

____ equipment

____ school routines

____ teaching materials

____ the community, its resources, its character in relation to the school

____ teaching staff

____ noncertified employees

____ range of teacher responsibilities

____ teacher's meetings

Clerical Assistance:

____ in the office

____ in the library

____ registration and fees

____ distribution of books and materials

____ seating charts

____ catalog materials for the teacher

____ compiling data for records

Teaching Activities

____ check lighting and ventilation

____ collect teaching materials and aids

____ put information on chalk boards

____ arrange bulletin boards

____ housekeeping duties

____ lunchroom supervision

____ assist with testing and scoring

____ occasional classroom responsibility after careful planning with regular teacher

____ work with individual students

____ recreational and playground supervision

____ assist with clubs, drama groups, music groups, etc.

____ help reading groups

____ help plan classroom work

____ visit with study groups

____ demonstrate specific subject matter

Placement Procedures

The teacher aide program is a pre-student teaching laboratory experience designed to give teacher education majors an opportunity to spend two hours a day, one day each week in a public school.

They are assigned to a cooperating teacher who will meet with the student and decide the most convenient time and day the university student is to be in her classroom.

The approval for placing students in a specific school is first secured from the unit superintendent. With his approval, the university administrator in charge of laboratory experiences contacts the building principals for a list of approved cooperating teachers.

The cooperating teachers are each given a copy of the following letter and a brief description of the program and a list of suggested activities similar to those described earlier in this chapter.

TO: Cooperating Teacher

FROM: Dr. Charles R. Heinz, Coordinator
Professional Laboratory Experiences

Your school administrator has indicated that you have been selected to work with one of our students from our teacher education program in the Teacher Aide Program. Essentially, the student will be with you two hours per day, one day per week. The student will meet with you to determine the day and time block most convenient for all concerned. He will be serving as an assistant to you. You will be able to determine any special abilities the student has and how far he has gone in his college work during the pre-visitation interview.

Experience here and elsewhere has indicated that this Teacher Aide Program can make a significant contribution to the student's teacher training program. Teachers elsewhere who have participated in such a program find it very satisfying and gratifying to be of help to a young person at this stage of his career. Your effort in working with this student in the important phase of "getting to work in the classrooms" is making a real contribution to his professional growth. A brief description of the over-all plan and a list of suggested activities are enclosed.

We in teacher education along with our students appreciate your help in the program. We would be very much interested in any reaction you have.

There are numerous courses in Elementary Education including Early Childhood and in Secondary Education that might have as part of their program some teacher aide experiences. Since it is not time consuming and voluntary in nature, more students should be encouraged to participate by their college instructors.

The instructors of the courses should receive the student request as to grade level and preferred public school in which they wish to be placed and forward it to the office of the university administrator in charge of laboratory experience. It is the administrator's responsibility to arrange placement for each student with an approved cooperating teacher that was submitted by their building principals.

When final placement has been arranged, the principal, cooperating teacher, university student, and the university instructor is given a copy of the assignment, as illustrated on the following page.

In addition to the specific class assignments, the students enrolled in this program should be required to complete an observation guide. It should be completed and forwarded to the administrator of laboratory experiences at the end of the mid-term.

TEACHER AIDE PROGRAM
E1. ED. 309

(Please report to the principal when first entering building)

Lewis Elementary School, George Mendanall, Prin. 457-2632

Name	Grade	Cooperating Teacher
Linda Holder	3	Mrs. Rohde
Judi Lanwasser	1	Mrs. O'Malley
Judy Ellis	3	Mrs. Thomas
Jeanne Blackwell	2	Mrs. O'Bryen
Lynda Nocerino	1	Mrs. Fuller

University School, Dr. William Matthias, Prin. 453-2427

Name	Grade	Cooperating Teacher
Terry McEwen	3	Mrs. Treece
Marianne Garepis	K	Miss Cunningham
Pamela Bland	1	Mrs. Blumenfeld
Barbara Woolridge	3	Mrs. Treece
Vivian Tottleben	K	Miss Cunningham
Carole Nawjoski	K	"
Linda Rose	N	"
Jeanne Howie	N	"
Elaine Fowler	N	"

Winkler School, Mr. Larry Drake, Prin. 457-5393

Name	Grade	Cooperating Teacher
Helen Bridges	1	Mrs. Perkins
Mary Ann Griffo	2	Mrs. Carter
Lauren Yunck	3	Miss Smith

Unity Point School, Mr. Virgil Wheeles, Prin. 457-8348

Name	Grade	Cooperating Teacher
Donna Lingle	3	Mrs. Claunch

Brush Elementary School, Mrs. Mary Swindell, Prin. 457-2600

Name	Grade	Cooperating Teacher
Cheryl Bequette	3	Mrs. Bruitt
Linda Wolf	3	Mrs. Bruitt
Donna Maul	1	Mrs. Smith
Robin Farbes	1	Mrs. Casper
Mary Smith	K	Mrs. Morgan–p.m. only

CHAPTER IX

The Elementary Block Program

Overview of the Program

The Elementary Block program for elementary education majors provides another opportunity for direct work in the field. The pre-student teaching laboratory experience, a vital part of the Elementary Education Block program, is an attempt to introduce and orient the students to the practical aspects of the teaching profession at the specific grade level the student has selected. The program is designed to give each student an opportunity to spend one full day each week for an academic quarter with the same teacher in an area public school. The students will serve as assistants or teacher aides during their field work and will be assigned to suggested instructional and non-instructional activities at the discretion of the cooperating teacher.

Both the students and the cooperating teachers are given a list of the kinds of experiences that is felt would be most profitable to the students. Giving the student an opportunity to have a variety of experiences during this time is most valuable. There is a strong feeling that the help the students can give to the cooperating teacher will partially compensate for the services she will give to the student. The greatest compensation for the teacher is again the knowledge that they are helping in the training of a person for the teaching profession.

During each quarter, there will be approximately 30 participating Elementary Education majors in each section of the elementary block. The usual design of the block program is to have four academic courses on the campus and the fifth, the laboratory experience course, in the field in elementary classrooms. The four academic courses are those that satisfy the major and are generally in elementary education. They may include Understanding the Elementary School Child, Educational Psychology, Elementary School Methods, Education for the Disadvantaged Child, Science Methods, Mathematic Methods, etc. All courses should provide the theory of elementary education so that the practice may have more direct meaning.

The above courses are so scheduled that the student will be placed in off-campus centers one full day each week to satisfy the requirements for the laboratory experience course. In other words the four academic courses may be scheduled for Tuesday through Friday leaving Mondays free for field work. The Coordinator of Laboratory Experiences arranges placement with a specific teacher for these students in one of the public elementary schools in the near area. Transportation will be provided both to and from their centers each day in the field. The bus leaves early each morning from the college campus and returns after the public school day is completed.

Student Seminars

It is recommended that three seminars be planned for the laboratory experience portion of the elementary block program. The first seminar will be held on campus during the first laboratory day of each quarter in the morning. During the afternoon, the students will be taken to their assigned schools and introduced to the building principal and their cooperating teacher. It will be an orientation meeting that will cover the six major areas listed below:

1. Review of guidelines for the future teachers, developed jointly by local public school administrators, teachers, and the Coordinator of Laboratory Experiences.
2. Dress codes, adopted by local public schools, will be discussed.
3. A review of suggested activities during the teacher aide experience will be covered.
4. The instructors of the courses included in the block program will panel a discussion relating how their courses will interact with the teacher aide experience.
5. Methods of evaluating the students in the program will be discussed.
6. Placement assignments for each student will be distributed during the morning session and students will be introduced to their cooperative teacher in the afternoon.

The second seminar will be scheduled during the middle of each quarter. This meeting will be primarily devoted to a general review of the experience or to some specific topic such as teaching of the culturally disadvantaged child. With the advent of concern for the cultural disadvantaged child, it is important to help train students to work in these special areas. With a true "field laboratory" at the disposal of the future teachers, the disadvantaged problem as well as numerous others can be carefully analyzed and treated during the seminars. Specialists may be invited to interact with the students on special topics at this time.

The third seminar will be scheduled during the latter part of each quarter. This meeting will be primarily devoted to reviewing the total experience and its meaning for becoming a professional teacher. The student will also complete and hand in any assignments or activity check lists that were prescribed at the beginning of the experience. This covers the teaching and management skills the teacher aide should have had an opportunity to participate in.

Placement Procedures

The students enrolled in the elementary education block program are placed in different public school systems. The superintendent is first contacted for his approval of implementing this laboratory experience program in his school. With his permission, the building principal is contacted for a list of cooperating teachers he feels would like to participate in the program.

A sample letter distributed to all cooperating teachers follows. A brief description of the over-all plan and a list of suggested activities should also be provided for the cooperating teacher.

TO: Cooperating Teachers
FROM: Dr. Charles R. Heinz
Coordinator

Your school administrator has indicated that you have been selected to work with one of our students from this university in the Elementary Block program. Essentially, the student will be with you during the entire day, one day per week. During this quarter, they will visit your school each Monday. They will be serving as an assistant to you. You will be able to know of any special abilities the student has and how far he has gone in his college work during his first visit.

Experience here and elsewhere has indicated that this teacher aide experience can make a significant contribution to the student's teacher training program. Teachers elsewhere who have participated in such a program find it very satisfying and gratifying to be of help to a young person at this stage of his career. Your effort in working with this student in the important phase of "getting started" is making a real contribution to his professional growth. A brief description of the over-all plan and a list of suggested activities are enclosed.

We and our students appreciate your help in the program. We would be interested in any reaction you have to the program.

Final assignments should be made and distributed during the first seminar meeting with students enrolled in the block program. The principals and cooperating teachers should also be given copies of the assignments before the students arrive.

The students should receive academic credit for this program because it is a vital and significant part of their program. The joint evaluation should be completed by the cooperating teacher and the University Supervisor.

CHAPTER X

Secondary Education Laboratory Experiences

The primary objective of all pre-student teaching laboratory experiences at the secondary level is to provide an opportunity for the pre-service teacher to grow into a competent, successful teacher.

It is the function of a college or university to organize these experiences into a systematic, sequential order of activities from the simple to the complex, from viewing films of behavior in the future teacher's first professional education class as they enter the teacher education program to full responsibility in a classroom near the end of their student teaching assignment. The sequential program should be developed to help the pre-service teacher to understand the teaching process, the behavior of students, and the function of the school and community.

Although no program in pre-laboratory experiences can produce a fully developed teacher alone, the greatest value of this program to the secondary pre-service teacher will be the increased opportunity to observe and participate with students in the subject areas currently being covered and also achieving a more perceptive approach to school problems.

The secondary pre-student teaching laboratory experiences should include systematic observation, limited participation, and finally full participation in the kinds of school and community activities in which the student will later engage as a teacher. The sequence of academic and professional education courses should be so planned that students have time for observation and participation in connection with professional education courses in full preparation for a continuous period of student teaching.

There are a variety of professional education courses that are prerequisites for secondary majors before moving to a student teaching assignment. Future teachers are introduced to this sequence of courses as soon as they are admitted to an approved teacher education program. In an attempt to make these education courses more relevant and meaningful, there should be several planned sequential field experiences which will bring them into contact with public school students in each college course. One of the purposes of these pre-student teaching field experiences is to develop a readiness for the more complete responsibilities of student teaching.

The professional sequence of courses for secondary majors may begin with an introduction course, a learning theory or educational psychology course, or a foundations or principles course. Regardless of the nature of the course, accompanying laboratory experiences should be defined to permit the future teacher to move into the school or community to gain first-hand perceptions of the situation. In an introduction course the movement may be made to both the school and community with specifically defined goals. For an educational psychology course, the emphasis may be placed on student behavior and characteristics as they effect the teaching-learning process. For a foundations or principles course, the future teacher should again interact with the secondary school in general and the community. The pre-service teacher will have an opportunity to see these situations first hand, to interact with them, to make discoveries, and to analyze, prepare and test teaching units and strategies. Experiences can range from group observations of the community and the school to individual observation and participation in selected classrooms.

Another professional education course that is generally required by the prospective secondary teacher is his methods class. A pre-laboratory experience can be developed for secondary education majors during this time which will move them directly into the school. Pre-service teachers should be placed in public high schools with the chairman and teachers of the department of their major area of concentration. Cooperatively they can develop a list of suggested activities and develop a suitable program designed to give the pre-service teacher a variety of experiences within the department. In some cases, it might be possible to place that same person in a student teaching assignment at the same school where he completed his pre-laboratory experience, thus affording continuity to the experience.

The pre-service teacher should receive academic credit for this laboratory experience. They can be assigned to a school for a block of time each day, usually two or three hours. All academic majors such as Men's and Women's Physical Education, Business Education, Home Economics, English, etc. can participate in this important experience.

The nature and extent of these secondary pre-student teaching laboratory experiences should not be uniform to all students. It is important that it stay flexible in order to provide for individual differences of the pre-service teachers and the departments they are placed in. Cooperative decision-making by all concerned can determine the nature of the program of experiences.

Another laboratory experience that is popular among prospective secondary teachers is the September Experience. It was covered in Chapter VII of this book. It may be the beginning experience for many prospective secondary teachers. And, the secondary pre-professional can become involved as a teacher aide (Chapter VIII) in a variety of experiences.

In conclusion, other experiences can and should be defined for the secondary major that will allow him to interact with students, teachers, schools, community, and the specific content teaching area. The creative thinking and planning of these experiences by public school and university educators can accomplish this. In all cases the sequencial order of the experiences is imperative to bring the future teacher of high school students up to a level of readiness for student teaching.

CHAPTER XI

Other Laboratory Experience Efforts Media Oriented

As suggested in the previous chapter, creative attempts to give future teachers more contact with schools, students and the community should be encouraged by professional educators in colleges, universities and public schools. Flexibility too is encouraged so that each individual in a teacher education program may participate in the many and diverse experiences in the field.

In some cases, the logistics of moving students into the field may be such as to prohibit any activity along this line. However, as alluded to earlier, the use of simulated and electronic means can bring the "field" to the campus and classroom. Basic perceptual intake is provided the future teacher through simulation which the individual can observe, analyze and judge. Decision-making about the selected sequence can be made in a manner similar to actually being in a live situation.

The use of various forms of media for laboratory experiences perhaps are better than the actual first-hand experience. For example selected protocols (episodes) of public school student behaviors can be filmed in the field and brought to the classroom for careful analysis by a class in educational psychology. The exact behaviors caught on film can illustrate a point that the instructor wishes to emphasize. Attention is focused only on the behaviors under consideration and thus omits any extraneous behaviors that may confuse the observers. The possibilities for this type of laboratory experience are limitless and they all lead to significant observation and analysis by the teacher education student.

Another use of media-oriented laboratory experiences is that of demonstration. A number of teaching moves can be demonstrated by teachers in the field and captured by a filming process to be brought to the college classroom. An example might be the specific asking of questions soliciting various levels of cognition by students in answering. A future teacher can view the nature of the question and response to see one way of doing it. Again, limitless possibilities exist for demonstrating selected protocols.

A third use of media can be made by randomly selecting longer protocols of classroom activities in any grade level or class to display for analysis many things that take place in a given classroom. These can be used to give the future teacher an idea as to the total behavior of the students and teachers in a typical classroom and can provide materials for analysis and evaluation in terms of teaching units, classroom climate, discipline and other aspects of the situation.

Finally, some pre-determined teaching situations can be captured on film that may be used to help the future teacher think about and solve problems that arise. In other words, a classroom session may be filmed that leads to a decision by the teacher. The film stops and the future teacher then makes the decision as to which direction to go and supports it with a rationale. These simulated teaching-problem sessions afford the future teacher the opportunity to analyze quickly the problem and then foster a decision as to the next move. Further, these critical situations can be viewed by a number of pre-service people and the responses can be shared. The college instructor can guide his students in their decision-making.

All of the above-mentioned filming can be done by either video (and/or audio) taping or using 16 mm or 8 mm cameras. A library of these tapes can be developed which can provide for many media-oriented sessions with future teachers. Although this does not bring the future professional in live contact with public school students, it still provides sensory intake for analysis and decision-making.

The main ingredients for these media-oriented sessions are thinking about and defining the exact nature of the protocol and then capturing them. College instructors, public school people and laboratory experiences people should work together to define and record whatever is deemed important. This is not a complex process but is one that has considerable meaning to the teacher education student. Only creative thinking is required to make this a useful tool for the preparation of teachers. All laboratory experiences can be easy to develop and are much needed. The National Commission on Teacher Education and Professional Standards sums it up correctly by stating: "Carefully planned and supervised experiences in the field are needed for the student to study and understand the teaching process, the behavior of children, and the functions of school and other social agencies. These experiences should include both direct observation and participating in the school and community and observation and study of teaching by simulated or electronic means."[1]

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[1] National Comission on Teacher Education and Professional Standards, *A Position Paper*, Washington, D.C., National Education Association of the United States, 1967, p. 13.

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September Experiences
Early Fall Field Experience

1. Observation Guide for September Experience
2. Student Checklist of September Experience
3. Evaluation of Pre-Service Teacher

OBSERVATION GUIDE FOR SEPTEMBER EXPERIENCE

Teacher Trainee's Name ________________________________

Cooperating Teacher's Name ____________________________

Grade level or subject area ____________________________

Attendance Center ____________________ Date ____________

The following guide is provided to help you get the most from the time you spend observing the class(es) to which you have been assigned. It is not intended as a complete list of all facets of what you will notice during your observation, however, if studied carefully prior to and kept before you while observing, it should call to your attention certain aspects of the teacher-learning situation that will be important to you when you begin teaching. You may find it helpful to quickly jot down significant information as it occurs to you.[1]

Physical Environment

1. Is the thermal (heat, humidity) environment adequate? Ventilation?
2. Is the lighting (natural and artificial) adequate and glare free at all points in the room?
3. What are the conditions in respect to furniture and its arrangements and (a) crowding, (b) direction faced, (c) comfort and size, (d) mobility and (e) traffic flow in the classroom?
4. Is accoustical control adequate (a) within the room (b) from outside disturbances?
5. What teacher and/or pupil-made efforts are evident in improving the attractiveness of the environment?

Preparation

1. What preparation of materials was done prior to the opening of class? (Including attendance, reports, etc., as well as instructional aids).
2. Notice details of the beginning of the teacher's day.

Opening of Class

1. How is the class called to order? (Notice details of handling previous absences and/or tardiness.

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[1] Charles Neal, *Guidelines for Personnel Working with Student Teachers.* Unpublished Material, 1967.

2. What technique(s) does the teacher use to gain and focus the attention of of the class upon the work at hand?
3. Is the teacher seated, walking about, etc.?
4. What technique(s) does the teacher employ to create interest and enthusiasm for the work?
5. Do you see any relationship between the opening of class and pupil behavior throughout the remainder of the class?

Conducting the Class

1. In your opinion is everyone aware of the aims of this activity?
2. Is the discussion teacher or pupil centered?
3. How are *all* students drawn into the class discussion?
4. Were there any incidents that required special discipline? How did the teacher treat the situation?
5. Classroom control is a continuous process. What are this teacher's effective tools for control?
6. Is there occasion when a student who is responsible for a negative act must be singled out for disciplinary action?
7. What is the reaction of the other students at the time?
8. Consider the effectiveness of the teacher' (a) voice, (b) dress, (c) mannerisms (walking, gestures, etc.)
9. What methods are used in distributing and collecting materials?
10. What routines are established for such things as students leaving their desk, leaving the room, sharpening pencils, talking with other students, using additional materials in the room, etc.?
11. By what means do the students gain the teacher's attention and address him?
12. Is there ever an occasion in which the teacher modifies or departs from his plan? Was this valuable for the students?
13. What techniques do you feel were the most effective? Would these be equally effective for you?

Evaluation

1. Were there provisions for evaluating the students' work?
2. Would you have suggestions toward improving the evaluation procedure?
3. Were there provisions for evaluating the lesson in terms of effectiveness?
4. Were there changes in either teacher or pupil behavior as a result of the evaluation?
5. As a result of evaluating the lesson, were changes suggested?

Assignment

1. How was the assignment given? (Orally, written, by pages, chapter, problem, etc.?)
2. Are the individual students aware of the purpose of this assignment?
3. How does the teacher create interest in the assignment?
4. What part did the class have in determining or discussing the assignment?
5. Was time permitted to study the assignment in class? What activity did the teacher engage in during this supervised study?

Personal Evaluation of Observed Teaching Process

Please describe your evaluation of a given lesson.

I. Beginning Class

II. Introduction of Lesson

III. Presentation of Lesson

IV. Pupil Reaction

V. Future Assignments

VI. Evaluation

STUDENT CHECKLIST OF SEPTEMBER EXPERIENCE

Teacher Trainee's Name ______________________________

Cooperating Teacher's Name ___________________________

Grade level or subject area ____________________________

Attendance Center _____________________ Date _________

Please check those activities you were directly involved in during your September Experience.

Getting acquainted with the school and the community:

- ____ building
- ____ equipment
- ____ school routines
- ____ teaching materials
- ____ the community, its resources, its character in relation to the school
- ____ teaching staff
- ____ noncertified employees
- ____ range of teacher responsibilities
- ____ teacher's meetings

Clerical Assistance:

- ____ in the office
- ____ in the library
- ____ registration and fees
- ____ distribution of books and materials
- ____ seating charts
- ____ catalog materials for the teacher
- ____ compiling data for records

Teaching Activities:

- ____ check lighting and ventilation
- ____ collect teaching materials and aids
- ____ put information on chalking board
- ____ recreational supervision
- ____ assist with clubs, drama groups, music groups, etc.
- ____ work with individual students

____ arrange bulletin boards

____ housekeeping duties

____ lunchroom supervision

____ assist with testing and scoring

____ occasional classroom responsibility after careful planning with regular teacher

____ help reading groups

____ help plan classroom work

____ visit with study groups

____ demonstrate specific subject matter

Professional Activities:

____ attend teacher's meetings (when appropriate)

____ attend parent meetings and community activities

____ discuss specific professional problems with teacher, principal, and superintendent

Please list your reactions to your September Experience:

____

Teacher Trainee

EVALUATION OF PRE-SERVICE TEACHER

Teacher Trainee's Name ______________________________

Cooperating Teacher's Name ___________________________

Grade level or subject area ___________________________

Attendance Center ____________________ Date __________

Circle your choice; please make judgment on all items.

	EVALUATION High Low
I. Appearance	
Clothing	9 8 7 6 5 4 3 2 1
Hair	9 8 7 6 5 4 3 2 1
Posture	9 8 7 6 5 4 3 2 1
Mobility	9 8 7 6 5 4 3 2 1
Gestures	9 8 7 6 5 4 3 2 1
II. Communication	
A. Voice	9 8 7 6 5 4 3 2 1
Tone	9 8 7 6 5 4 3 2 1
Volume	9 8 7 6 5 4 3 2 1
Inflection	9 8 7 6 5 4 3 2 1
Expression	9 8 7 6 5 4 3 2 1
B. Speech	9 8 7 6 5 4 3 2 1
Enunciation	9 8 7 6 5 4 3 2 1
Dialect	9 8 7 6 5 4 3 2 1
Grammar	9 8 7 6 5 4 3 2 1
Speed	9 8 7 6 5 4 3 2 1
III. Personality Characteristics	
Cooperation	9 8 7 6 5 4 3 2 1
Dependability	9 8 7 6 5 4 3 2 1
Enthusiasm	9 8 7 6 5 4 3 2 1
Initiative	9 8 7 6 5 4 3 2 1
Poise	9 8 7 6 5 4 3 2 1
Confidence	9 8 7 6 5 4 3 2 1
Sense of Humor	9 8 7 6 5 4 3 2 1
Pupil Rapport	9 8 7 6 5 4 3 2 1
Attitude toward Teaching Profession	9 8 7 6 5 4 3 2 1
Promise of Professional Growth	9 8 7 6 5 4 3 2 1

IV. Personal Evaluation: (Please Comment)

Cooperating Teacher	University Supervisor	Future Teacher

EVALUATION IN TERMS OF TEACHER BEHAVIOR

Cooperating teacher, university supervisor, future teacher:

List and describe in terms of behavior what the future teacher can do at this point in the laboratory experiences program.

APPENDIX "B"

Teacher Aide Experience

1. Observation Guide for Teacher Aide Experience
2. Suggested Activities During the Teacher Aide Program
3. Evaluation of Pre-Service Teacher

OBSERVATION GUIDE FOR TEACHER AIDE EXPERIENCE

Teacher Trainee's Name ______________________________

Cooperating Teacher's Name ______________________________

Grade level or subject area ______________________________

Attendance Center ____________________ Date ____________

The following guide is provided to help you get the most from the time you spend observing the class(es) to which you have been assigned. It is not intended as a complete list of all facets of what you will notice during your observation, however, if studied carefully prior to and kept before you while observing, it should call to your attention certain aspects of the teacher-learning situation that will be important to you when you begin teaching. You may find it helpful to quickly jot down significant information as it occurs to you.

Physical Environment

1. Is the thermal (heat, humidity) environment adequate? Ventilation?
2. Is the lighting (natural and artificial) adequate and glare free at all points in the room?
3. What are the conditions in respect to furniture and its arrangements and (a) crowding, (b) direction faced, (c) comfort and size, (d) mobility and (e) traffic flow in the classroom?
4. Is accoustical control adequate (a) within the room (b) from outside disturbances?
5. What teacher and/or pupil-made efforts are evident in improving the attractiveness of the environment?

Preparation

1. What preparation of materials was done prior to the opening of class? (Including attendance, reports, etc., as well as instructional aids).
2. Notice details of the beginning of the teacher's day.

Opening of Class

1. How is the class called to order? (Notice details of handling previous absences and/or tardiness.

2. What technique(s) does the teacher use to gain and focus the attention of the class upon the work at hand?
3. Is the teacher seated, walking about, etc.?
4. What technique(s) does the teacher employ to create interest and enthusiasm for the work?
5. Do you see any relationship between the opening of class and pupil behavior throughout the remainder of the class?

Conducting the Class

1. In your opinion is everyone aware of the aims of this activity?
2. Is the discussion teacher or pupil centered?
3. How are *all* students drawn into the class discussion?
4. Were there any incidents that required special discipline? How did the teacher treat the situation?
5. Classroom control is a continuous process. What are this teacher's effective tools for control?
6. Is there occasion when a student who is responsible for a negative act must be singled out for disciplinary action?
7. What is the reaction of the other students at the time?
8. Consider the effectiveness of the teacher' (a) voice, (b) dress, (c) mannerisms (walking, gestures, etc.)
9. What methods are used in distributing and collecting materials?
10. What routines are established for such things as students leaving their desk, leaving the room, sharpening pencils, talking with other students, using additional materials in the room, etc.?
11. By what means do the students gain the teacher's attention and address him?
12. Is there ever an occasion in which the teacher modifies or departs from his plan? Was this valuable for the students?
13. What techniques do you feel were the most effective? Would these be equally effective for you?

Evaluation

1. Were there provisions for evaluating the students' work?
2. Would you have suggestions toward improving the evaluation procedure?
3. Were there provisions for evaluating the lesson in terms of effectiveness?
4. Were there changes in either teacher or pupil behavior as a result of the evaluation?
5. As a result of evaluating the lesson, were changes suggested?

Assignment

1. How was the assignment given? (Orally, written, by pages, chapter, problem, etc.?)
2. Are the individual students aware of the purpose of this assignment?
3. How does the teacher create interest in the assignment?
4. What part did the class have in determining or discussing the assignment?
5. Was time permitted to study the assignment in class? What activity did the teacher engage in during this supervised study?

Personal Evaluation of Observed Teaching Process

Please describe your evaluation of a given lesson.

SUGGESTED ACTIVITIES DURING THE TEACHER AIDE PROGRAM

Teacher Trainee's Name ____________________________

Cooperating Teacher's Name ____________________________

Grade level or subject area ____________________________

Attendance Center ________________ Date __________

Please check those activities you were directly involved in during your Teacher Aide Experience.

Getting acquainted with the school and the community:

____ building

____ equipment

____ school routines

____ teaching materials

____ the community, its resources, its character in relation to the school

____ teaching staff

____ noncertified employees

____ range of teacher responsibilities

____ teacher's meetings

Clerical Assistance:

____ in the office

____ in the library

____ registration and fees

____ distribution of books and materials

____ seating charts

____ catalog materials for the teacher

____ compiling data for records

Teaching Activities:

____ check lighting and ventilation

____ collect teaching materials and aids

____ put information on chalking board

____ recreational supervision

assist with clubs, drama groups, music groups, etc.

____ work with individual students

____ arrange bulletin boards

____ housekeeping duties

____ lunchroom supervision

____ assist with testing and scoring

____ occasional classroom responsibility after careful planning with regular teacher

Professional Activities:

____ attend teacher's meetings (when appropriate)

____ attend parent meetings and community activities

____ discuss specific professional problems with teacher, principal, and superintendent

____ help reading groups

____ help plan classroom work

____ visit with study groups

____ demonstrate specific subject matter

EVALUATION OF PRE-SERVICE TEACHER

Teacher Trainee's Name ____________________________
Cooperating Teacher's Name ________________________
Grade level or subject area _________________________
Attendance Center ______________ Date ______________

Circle your choice; please make judgment on all items.

	EVALUATION
I. Appearance	**High Low**
Clothing	9 8 7 6 5 4 3 2 1
Hair	9 8 7 6 5 4 3 2 1
Posture	9 8 7 6 5 4 3 2 1
Mobility	9 8 7 6 5 4 3 2 1
Gestures	9 8 7 6 5 4 3 2 1
II. Communication	
A. Voice	9 8 7 6 5 4 3 2 1
Tone	9 8 7 6 5 4 3 2 1
Volume	9 8 7 6 5 4 3 2 1
Inflection	9 8 7 6 5 4 3 2 1
Expression	9 8 7 6 5 4 3 2 1
B. Speech	9 8 7 6 5 4 3 2 1
Enunciation	9 8 7 6 5 4 3 2 1
Dialect	9 8 7 6 5 4 3 2 1
Grammar	9 8 7 6 5 4 3 2 1
Speed	9 8 7 6 5 4 3 2 1
III. Personality Characteristics	
Cooperation	9 8 7 6 5 4 3 2 1
Dependability	9 8 7 6 5 4 3 2 1
Enthusiasm	9 8 7 6 5 4 3 2 1
Initiative	9 8 7 6 5 4 3 2 1
Poise	9 8 7 6 5 4 3 2 1
Confidence	9 8 7 6 5 4 3 2 1
Sense of Humor	9 8 7 6 5 4 3 2 1
Pupil Rapport	9 8 7 6 5 4 3 2 1
Attitude toward Teaching Profession	9 8 7 6 5 4 3 2 1
Promise of Professional Growth	9 8 7 6 5 4 3 2 1

IV. Personal Evaluation: (Please Comment)

________________	________________	________________
Cooperating Teacher	University Supervisor	Future Teacher

EVALUATION IN TERMS OF TEACHER BEHAVIOR

Cooperating teacher, university supervisor, future teacher:

List and describe in terms of behavior what the future teacher can do at this point in the laboratory experiences program.

APPENDIX "C"

Elementary Block Program

1. Observation Guide for Elementary Education Block Program
2. Activity Checklist for Elementary Education Block Program
3. Evaluation of Pre-Service Teacher

OBSERVATION GUIDE FOR ELEMENTARY EDUCATION BLOCK PROGRAM

Teacher Trainee's Name ______________________________

Cooperating Teacher's Name ___________________________

Grade level or subject area ____________________________

Attendance Center ________________ Date ___________

The following guide is provided to help you get the most from the time you spend observing the class(es) to which you have been assigned. It is not intended as a complete list of all facets of what you will notice during your observation, however, if studied carefully prior to and kept before you while observing, it should call to your attention certain aspects of the teacher-learning situation that will be important to you when you begin teaching. You may find it helpful to quickly jot down significant information as it occurs to you.

Physical Environment

1. Is the thermal (heat, humidity) environment adequate? Ventilation?
2. Is the lighting (natural and artificial) adequate and glare free at all points in the room?
3. What are the conditions in respect to furniture and its arrangements and (a) crowding, (b) direction faced, (c) comfort and size, (d) mobility and (e) traffic flow in the classroom?
4. Is accoustical control adequate (a) within the room (b) from outside disturbances?
5. What teacher and/or pupil-made efforts are evident in improving the attractiveness of the environment?

Preparation

1. What preparation of materials was done prior to the opening of class? (Including attendance, reports, etc., as well as instructional aids).
2. Notice details of the beginning of the teacher's day.

Opening of Class

1. How is the class called to order? (Notice details of handling previous absences and/or tardiness.

2. What technique(s) does the teacher use to gain and focus the attention of the class upon the work at hand?
3. Is the teacher seated, walking about, etc.?
4. What technique(s) does the teacher employ to create interest and enthusiasm for the work?
5. Do you see any relationship between the opening of class and pupil behavior throughout the remainder of the class?

Conducting the Class

1. In your opinion is everyone aware of the aims of this activity?
2. Is the discussion teacher or pupil centered?
3. How are *all* students drawn into the class discussion?
4. Were there any incidents that required special discipline? How did the teacher treat the situation?
5. Classroom control is a continuous process. What are this teacher's effective tools for control?
6. Is there occasion when a student who is responsible for a negative act must be singled out for disciplinary action?
7. What is the reaction of the other students at the time?
8. Consider the effectiveness of the teacher' (a) voice, (b) dress, (c) mannerisms (walking, gestures, etc.)
9. What methods are used in distributing and collecting materials?
10. What routines are established for such things as students leaving their desk, leaving the room, sharpening pencils, talking with other students, using additional materials in the room, etc.?
11. By what means do the students gain the teacher's attention and address him?
12. Is there ever an occasion in which the teacher modifies or departs from his plan? Was this valuable for the students?
13. What techniques do you feel were the most effective? Would these be equally effective for you?

Evaluation

1. Were there provisions for evaluating the students' work?
2. Would you have suggestions toward improving the evaluation procedure?
3. Were there provisions for evaluating the lesson in terms of effectiveness?
4. Were there changes in either teacher or pupil behavior as a result of the evaluation?
5. As a result of evaluating the lesson, were changes suggested?

Assignment

1. How was the assignment given? (Orally, written, by pages, chapter, problem, etc.?)
2. Are the individual students aware of the purpose of this assignment?
3. How does the teacher create interest in the assignment?
4. What part did the class have in determining or discussing the assignment?
5. Was time permitted to study the assignment in class? What activity did the teacher engage in during this supervised study?

Personal Evaluation of Observed Teaching Process

Please describe your evaluation of a given lesson.

I. Beginning Class

II. Introduction of Lesson

III. Presentation of Lesson

IV. Pupil Reaction

V. Future Assignments

VI. Evaluation

ACTIVITY CHECKLIST FOR ELEMENTARY EDUCATION BLOCK PROGRAM

Teacher Trainee's Name ______________________________

Cooperating Teacher's Name ___________________________

Grade level ____________ Attendance center _______ Date ______

MANAGEMENT SKILLS

1. To write attendance reports conforming to school policy.
2. To collect lunch money, fill out lunch report. (Develop ways in which this might be done.)
3. To type a ditto correctly so it is legible and usable in the classroom.
4. To file samples of the children's work. This should be done according to individual classroom procedure.
5. To give in own words proper procedure for student to turn in their completed practice work. (written)
6. To share responsibility of the physical conditions of the room during the entire school day—shades, windows, lockers, doors, papers, books, and simple housekeeping tasks. (To be discussed with co-op teacher.)
7. To follow procedure for dismissal of children at recess, noon, and evening as determined by the co-op teacher.
8. To follow procedure for supervising students as they move from one room to another during the class periods as determined by school policy.
9. To be able to state the procedures for fire drills and disaster drills.
10. To demonstrate skill in planning a daily schedule for a week, meeting the state requirement in each of the following areas: Language Arts, Math and Science, Social Studies, Health and P.E. (taught in 314) and Music and Art. And, also according to the schedule of the special teachers.

TEACHING SKILLS

1. To assist individual students in areas where special help is needed. (Beginning with a one to one ratio moving to small groups instruction.)

2. To devise and construct a teaching aid to help children in developing a concept.
3. To select and read a story, poem, etc., to the entire class in consultation with the co-op teacher.
4. To construct a bulletin board display related to some unit of study.
5. To initiate and supervise free time activities (games, art activities) for children who have completed assignments.
6. To supervise children in the library. Demonstrate skill by following building procedure, checking out, filing and locating books.
7. To demonstrate skill in cursive and manuscript writing on the chalk board and on writing paper.

Please list your reactions to the Block Program:

EVALUATION OF PRE-SERVICE TEACHER

Teacher Trainee's Name ______________________________

Cooperating Teacher's Name ______________________________

Grade level or subject area ______________________________

Attendance Center ______________ Date ______________

Circle your choice; please make judgment on all items.

	EVALUATION High Low
I. Appearnace	
Clothing	9 8 7 6 5 4 3 2 1
Hair	9 8 7 6 5 4 3 2 1
Posture	9 8 7 6 5 4 3 2 1
Mobility	9 8 7 6 5 4 3 2 1
Gestures	9 8 7 6 5 4 3 2 1
II. Communication	
A. Voice	9 8 7 6 5 4 3 2 1
Tone	9 8 7 6 5 4 3 2 1
Volume	9 8 7 6 5 4 3 2 1
Inflection	9 8 7 6 5 4 3 2 1
Expression	9 8 7 6 5 4 3 2 1
B. Speech	9 8 7 6 5 4 3 2 1
Enunciation	9 8 7 6 5 4 3 2 1
Dialect	9 8 7 6 5 4 3 2 1
Grammar	9 8 7 6 5 4 3 2 1
Speed	9 8 7 6 5 4 3 2 1
III. Personality Characteristics	
Cooperation	9 8 7 6 5 4 3 2 1
Dependability	9 8 7 6 5 4 3 2 1
Enthusiasm	9 8 7 6 5 4 3 2 1
Initiative	9 8 7 6 5 4 3 2 1
Poise	9 8 7 6 5 4 3 2 1
Confidence	9 8 7 6 5 4 3 2 1
Sense of Humor	9 8 7 6 5 4 3 2 1
Pupil Rapport	9 8 7 6 5 4 3 2 1
Attitude toward Teaching Profession	9 8 7 6 5 4 3 2 1
Promise of Professional Growth	9 8 7 6 5 4 3 2 1

IV. Personal Evaluation: (Please Comment)

______________ ______________ ______________

Cooperating Teacher University Supervisor Future Teacher

EVALUATION IN TERMS OF TEACHER BEHAVIOR

Cooperating teacher, university supervisor, future teacher:

List and describe in terms of behavior what the future teacher can do at this point in the laboratory experiences program.

Secondary Education Programs

1. Observation Guide for Secondary Education Programs
2. Activity Checklist for Secondary Education Programs
3. Evaluation of Pre-Service Teacher

OBSERVATION GUIDE FOR SECONDARY EDUCATION BLOCK PROGRAM

Teacher Trainee's Name ____________________

Cooperating Teacher's Name ____________________

Grade level or subject area ____________________

Attendance Center ____________ Date __________

The following guide is provided to help you get the most from the time you spend observing the class(es) to which you have been assigned. It is not intended as a complete list of all facets of what you will notice during your observation, however, if studied carefully prior to and kept before you while observing, it should call to your attention certain aspects of the teacher-learning situation that will be important to you when you begin teaching. You may find it helpful to quickly jot down significant information as it occurs to you.

Physical Environment

1. Is the thermal (heat, humidity) environment adequate? Ventilation?
2. Is the lighting (natural and artificial) adequate and glare free at all points in the room?
3. What are the conditions in respect to furniture and its arrangements and (a) crowding, (b) direction faced, (c) comfort and size, (d) mobility and (e) traffic flow in the classroom?
4. Is accoustical control adequate (a) within the room (b) from outside disturbances?
5. What teacher and/or pupil-made efforts are evident in improving the attractiveness of the environment?

Preparation

1. What preparation of materials was done prior to the opening of class? (Including attendance, reports, etc., as well as instructional aids).
2. Notice details of the beginning of the teacher's day.

Opening of Class

1. How is the class called to order? (Notice details of handling previous absences and/or tardiness.

2. What technique(s) does the teacher use to gain and focus the attention of the class upon the work at hand?
3. Is the teacher seated, walking about, etc.?
4. What technique(s) does the teacher employ to create interest and enthusiasm for the work?
5. Do you see any relationship between the opening of class and pupil behavior throughout the remainder of the class?

Conducting the Class

1. In your opinion is everyone aware of the aims of this activity?
2. Is the discussion teacher or pupil centered?
3. How are *all* students drawn into the class discussion?
4. Were there any incidents that required special discipline? How did the teacher treat the situation?
5. Classroom control is a continuous process. What are this teacher's effective tools for control?
6. Is there occasion when a student who is responsible for a negative act must be singled out for disciplinary action?
7. What is the reaction of the other students at the time?
8. Consider the effectiveness of the teacher' (a) voice, (b) dress, (c) mannerisms (walking, gestures, etc.)
9. What methods are used in distributing and collecting materials?
10. What routines are established for such things as students leaving their desk, leaving the room, sharpening pencils, talking with other students, using additional materials in the room, etc.?
11. By what means do the students gain the teacher's attention and address him?
12. Is there an occasion in which the teacher modifies or departs from his plan? Was this valuable for the students?
13. What techniques do you feel were the most effective? Would these be equally effective for you?

Evaluation

1. Were there provisions for evaluating the students' work?
2. Would you have suggestions toward improving the evaluation procedure?
3. Were there provisions for evaluating the lesson in terms of effectiveness?
4. Were there changes in either teacher or pupil behavior as a result of the evaluation?
5. As a result of evaluating the lesson, were changes suggested?

Assignment

1. How was the assignment given? (Orally, written, by pages, chapter, problem, etc.?)
2. Are the individual students aware of the purpose of this assignment?
3. How does the teacher create interest in the assignment?
4. What part did the class have in determining or discussing the assignment?
5. Was time permitted to study the assignment in class? What activity did the teacher engage in during this supervised study?

Personal Evaluation of Observed Teaching Process

Please describe your evaluation of a given lesson.

ACTIVITY CHECKLIST FOR SECONDARY EDUCATION PROGRAMS

Teacher Trainee's Name ______________________________

Cooperating Teacher's Name ______________________________

Grade level and subject area ______________________________

Attendance Center ____________________ Date ______________

Getting acquainted with the school and the community:

___ building

___ equipment

___ school routines

___ teaching materials

___ the community, its resources, its character in relation to the school

___ teaching staff

___ noncertified employees

___ range of teacher responsibilities

___ teacher's meetings

Clerical Assistance:

___ Work in Principal's Office

___ Work for Department Chairman

___ Work for Guidance Counselor

___ Work in Library

___ Catalog material for teacher

___ Compiling data for records

___ Making general reports

___ Develop seating chart

___ Collect materials and aids

___ Grade tests and workbooks

___ Request and operate audio-visual equipment

Teaching Activities:

___ Help plan classroom work

___ Arrange bulletin board

___ Limited participation as teacher

___ Supervise field trips

____ Put information on chalk board

____ Administer tests

____ Work with individual students

____ Participate in teacher, parent conferences

____ Present films to class

____ Supervise extra-curricular activities

____ Attend Professional Education Meetings

EVALUATION OF PRE-SERVICE TEACHER

Teacher Trainee's Name ______________________________
Cooperating Teacher's Name ___________________________
Grade level or subject area ____________________________
Attendance Center ______________ Date ______________

Circle your choice; please make judgment on all items.

EVALUATION	EVALUATION
	High Low
I. Appearance	
Clothing	9 8 7 6 5 4 3 2 1
Hair	9 8 7 6 5 4 3 2 1
Posture	9 8 7 6 5 4 3 2 1
Mobility	9 8 7 6 5 4 3 2 1
Gestures	9 8 7 6 5 4 3 2 1
II. Communication	
A. Voice	9 8 7 6 5 4 3 2 1
Tone	9 8 7 6 5 4 3 2 1
Volume	9 8 7 6 5 4 3 2 1
Inflection	9 8 7 6 5 4 3 2 1
Expression	9 8 7 6 5 4 3 2 1
B. Speech	9 8 7 6 5 4 3 2 1
Enunciation	9 8 7 6 5 4 3 2 1
Dialect	9 8 7 6 5 4 3 2 1
Grammar	9 8 7 6 5 4 3 2 1
Speed	9 8 7 6 5 4 3 2 1
III. Personality Characteristics	
Cooperation	9 8 7 6 5 4 3 2 1
Dependability	9 8 7 6 5 4 3 2 1
Enthusiasm	9 8 7 6 5 4 3 2 1
Initiative	9 8 7 6 5 4 3 2 1
Poise	9 8 7 6 5 4 3 2 1
Confidence	9 8 7 6 5 4 3 2 1
Sense of Humor	9 8 7 6 5 4 3 2 1
Pupil Rapport	9 8 7 6 5 4 3 2 1
Attitude toward Teaching Profession	9 8 7 6 5 4 3 2 1
Promise of Professional Growth	9 8 7 6 5 4 3 2 1

IV. Personal Evaluation: (Please Comment)

______________ ______________ ______________
Cooperating Teacher University Supervisor Future Teacher

EVALUATION IN TERMS OF TEACHER BEHAVIOR

Cooperating teacher, university supervisor, future teacher:

List and describe in terms of behavior what the future teacher can do at this point in the laboratory experiences program.

APPENDIX "E"

Instructional Analysis and Planning

1. Systems for Instructional Analysis
2. Planning a Teaching Unit
3. Planning a Resource Unit
4. Developing a Daily Lesson Plan

SOCIAL SYSTEM

List and describe the values that seem to permeate the culture surrounding the school:

List and describe the general expectations reflected in the school:

List and describe the values of selected students in the classroom:

List and describe the need-dispositions of selected students in the classroom.

ENTERING BEHAVIOR

Where appropriate describe

1. Previous knowledge and understandings

2. Past perceptions and experiences

3. Skills acquired

Develop a statement on the total entering performance level of the student:

Describe, if necessary, review or pre-instruction needed to bring entering behavior up to goal statement level.

GOAL SPECIFICATION IN TERMS OF BEHAVIOR

Instrumental goal(s):

Conceptual goal(s):

Desired cognitive goal(s):

Desired affective goal(s):

Desired psychomotor goal(s):

LEARNING UNIT AND PROCEDURES

List and describe the necessary content to accomplish goal(s):

List and describe the necessary materials to accomplish goal(s):

List and describe the tasks and strategies to be employed in the learning unit:

Describe the sequencing of tasks and strategies to be employed in the learning unit:

INTERACTION ANALYSIS TALLY SHEET NO. 1

1	2	3	4	5	6	7	8	9	10

INTERACTION ANALYSIS TALLY SHEET NO. 2

INTERACTION ANALYSIS MATRIX

Second

First

	1	2	3	4	5	6	7	8	9	10	Matrix total
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
Total											
Column Percent											

NON-VERBAL BEHAVIOR TALLY SHEET

Teacher Initiated

Congruity	Incongruity
Responsive	Unresponsive
Positive Affectivity	Negative Affectivity

Teacher Response

Attentive	Inattentive
Facilitating	Unreceptive
Supportive	Disapproval

NON-VERBAL BEHAVIOR—NARRATIVE

PERFORMANCE ASSESSMENT

Based on goal statement(s), how will assessment of performance or behavior be accomplished in the:

Area of cognitive goal(s):

Area of affective goal(s):

Area of Psychomotor goal(s):

PLANNING A TEACHING UNIT

A teaching unit is an extensive and comprehensive set of learning experiences centered around a major topic that requires several weeks to accomplish. (ie. Teaching Unit on Electricity, on Africa, on the U.S. Constitution, on the American Novel.)

The long range and comprehensive planning for a teaching unit may take this form:

1. *Title*—appropriately descriptive.
2. *Overview*—rationale for and statement of general nature of the unit.
3. *Entering Behavior*—careful assessment of the nature of the group of students.
4. *Objectives*—general and specific behavioral statements in the three domains with appropriate conceptual and instrumental statements of content.
5. *Learning Experiences*—tasks, strategies, content and materials specially designed and defined to accomplish expressed goals. Organization needed to bring order to all learning experiences in major teaching unit.
6. *Evaluation*—long term and short term measurement statements defined to assess achievement or lack of achievement of expressed goals.
7. *Materials*—a listing of all materials to accomplish the teaching unit.
8. *Bibliography*—a list of selected readings (if appropriate) for ready use of students.
9. *Time Schedule*—an approximate schedule of events to assist in the successful execution of the major teaching unit.

PLANNING A RESOURCE UNIT

A resource unit is a collection of various kinds of reference materials on a major topic that can serve as a guide or aide for use in planning, developing, and carrying out a teaching experience. This collection of materials and ideas is general in nature and doesn't focus on any specific student or group of students. Since it is resourceful in nature it can be updated from time to time and drawn from when the learning situation demands. A resource unit (ie., on Mexico, on Machines, on Rivers) can be developed by using the following design:

1. *Title*—
2. *Introductory Statement or Overview*—discusses nature of resource unit.
3. *Possible Objectives and Goals*—listing of some objectives that might be met by using the unit.
4. *Content of Resource Unit*
   - A. Possible activities
   - B. Materials
   - C. Bibliographical sources
   - D. Subject Matter concepts
5. *Evaluation*—some evaluative ideas.

DEVELOPING A DAILY LESSON PLAN

The daily lesson plan is designed to guide the future teacher in smaller segments of instruction that occur everyday. Careful planning is required so that the actual teaching can move more smoothly and that all considerations can be made prior to moving into the classroom situation. Flexibility is important and the format and degree of specificity can vary depending on the teacher and the instructional goals expressed. However, certain elements of a daily lesson plan are important and should be considered. Using the elements identified and described in Chapter IV, the following format may be advanced.

1. Title or Topic.
2. Statements on Entering Behavior.
3. Statements on objectives to be achieved.
    A. Conceptual and/or instrumental
    B. Behavioral
4. Instructional Procedures to accomplish the goals.
    A. Tasks
    B. Strategies
    C. Content
    D. Materials
5. Assessment Procedures.
    A. Degree of achievement
    B. Modify or move on
6. New Directions.
7. List of instructional materials.
    A. Learning materials
    B. Bibliography
8. Approximate time schedule.

APPENDIX "F"

Evaluation

1. Evaluation of Pre-Service Teacher.
2. Key to Accompany Laboratory Experience Rating Scale

EVALUATION OF PRE-SERVICE TEACHER

Teacher Trainee's Name ____________________
Cooperating Teacher's Name ____________________
Grade level or subject area ____________________
Attendance Center ____________________ Date ____________

Circle your choice; please make judgment on all items.

	EVALUATION								
I. Appearance		**High**						**Low**	
Clothing	9	8	7	6	5	4	3	2	1
Hair	9	8	7	6	5	4	3	2	1
Posture	9	8	7	6	5	4	3	2	1
Mobility	9	8	7	6	5	4	3	2	1
Gestures	9	8	7	6	5	4	3	2	1
II. Communication									
Voice	9	8	7	6	5	4	3	2	1
Tone	9	8	7	6	5	4	3	2	1
Volume	9	8	7	6	5	4	3	2	1
Inflection	9	8	7	6	5	4	3	2	1
Expression	9	8	7	6	5	4	3	2	1
B. Speech	9	8	7	6	5	4	3	2	1
Enunciation	9	8	7	6	5	4	3	2	1
Dialect	9	8	7	6	5	4	3	2	1
Grammar	9	8	7	6	5	4	3	2	1
Speed	9	8	7	6	5	4	3	2	1
III. Personality Characteristics									
Cooperation	9	8	7	6	5	4	3	2	1
Dependability	9	8	7	6	5	4	3	2	1
Enthusiasm	9	8	7	6	5	4	3	2	1
Initiative	9	8	7	6	5	4	3	2	1
Poise	9	8	7	6	5	4	3	2	1
Confidence	9	8	7	6	5	4	3	2	1
Sense of Humor	9	8	7	6	5	4	3	2	1
Pupil Rapport	9	8	7	6	5	4	3	2	1
Attitude toward Teaching Profession	9	8	7	6	5	4	3	2	1
Promise of Professional Growth	9	8	7	6	5	4	3	2	1

IV. Personal Evaluation: (Please Comment)

____________________ Cooperating Teacher
____________________ University Supervisor
____________________ Future Teacher

KEY TO ACCOMPANY LABORATORY EXPERIENCE RATING SCALE

I. APPEARANCE

Clothing: requires the teacher trainee to be suitably dressed and follow the dress code established at the host school.

Hair: requires the teacher trainee to be well groomed. The hairstyle to be approved by the building principal.

Posture: the teacher trainee should maintain a pleasant, poised appearance.

Mobility: the teacher trainee should learn to move about the room freely, to afford the greatest amount of teaching technique with the least amount of disturbance.

Gestures: involve the use of hands, arms or body to increase the communication between teacher and pupils.

II. COMMUNICATION

A. *Voice:* in the classroom should be well modulated, expressive and clear.

Tone: of the voice in the classroom should be pleasant and easy to follow.

Volume: of the voice in the classroom should be such that all students can hear the teacher but not be overwhelming.

Inflection: in the voice should be present when points of special interest are being covered.

Expression: the teacher trainee should be able to express himself freely with students' understanding.

B. *Speech:* of the teacher trainee should be pleasant and communicative.

Enunciation: of all words should be clear and expressive.

Dialect: should emphasize proper phaseology of words.

Grammar: in speech should reflect the competence and ability of the professional teacher.

Speed: in speech should be maintained to allow thorough understanding by students.

III. PERSONALITY CHARACTERISTICS

Cooperation: involves working jointly, constructively, and loyally with the administration, teachers, students, parents and university supervisor.

Dependability: requires prompt and faithful fulfilling of all professional responsibilities and duties.

Enthusiasm: causes the teacher trainee to live, act, and breathe his subject and his zeal for teaching so that pupils are inspired to work diligently.

Initiative: is the ability to originate, develop, and carry through effective teaching procedures with resourcefulness, self-direction, and creativity.

Poise: is the certainty of action displayed in meeting all situations with self-assurance.

Confidence: is the ability to sincerely believe in yourself and demonstrate self-assurance in all teaching situations.

Sense of Humor: is the ability to smile or laugh when an amusing incident takes place, but never at the expense of an embarrassed student.

Pupil Rapport: is the relationship between teacher and students which determines students' attitude and respect of the teacher.

Attitude toward teaching profession: involves the teacher trainee's attitude toward children and classroom responsibilities and assignments.

Promise of Professional Growth: is the prediction of continued and consistent improvement in the development of desirable teacher attitudes and abilities.

EVALUATION IN TERMS OF TEACHER BEHAVIOR

Cooperating teacher, university supervisor, future teacher:

List and describe in terms of behavior what the future teacher can do at this point in the laboratory experiences program.